

THE NORTH CENTRAL ASSOCIATION QUARTERLY

Volume VI CONTENTS FOR SEPTEMBER, 1931 Number 2

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EDUCATIONAL INDEX

* not to be taken from this volume

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The NORTH CENTRAL ASSOCIATION QUARTERLY

VOLUME VI

SEPTEMBER, 1931

NUMBER 2

Association Notes

THE NEXT MEETING

By vote of the Association the next annual meeting of the Association will be held in the Stevens Hotel, Chicago, March 15-18, 1932.

GEORGE B. AITON

At the annual meeting of the Association in Chicago last March the Commission on Secondary Schools unanimously adopted the following paragraphs of appreciation respecting Mr. George B. Aiton and his work:

"The recent death of George B. Aiton of Minnesota recalls to the minds of the members of the Commission on Secondary Schools the outstanding services of a man who was formerly an active and helpful member of the Commission.

Mr. Aiton was a noted author, scientist, and scholar. He served as Inspector of High Schools for the State of Minnesota from 1888 to 1914. In this capacity he had a distinguished career, which brought honor to himself and high credit to the public schools of his State.

Mr. Aiton was one of the earliest members of the North Central Association of Colleges and Secondary Schools and he was among the first of a long line of its notable presidents.

The Commission on Secondary Schools herewith records its appreciation of the fine services rendered by Mr. Aiton to the North Central Association of Colleges and Secondary Schools and to the cause of education in general."

WASHINGTON'S BI-CENTENNIAL

On March 18th last the Commission on Secondary Schools adopted the following resolution pertaining to the proposed celebration of the two hundredth anniversary of the birth of George Washington:

"Resolved that the Commission gives its hearty approval to the national program for the observance of the two-hundredth anniversary of the birth of George Washington and requests the Executive Committee of the Association to give its endorsement of the observance and, through the NORTH CENTRAL ASSOCIATION QUARTERLY, to commend the program to all the Schools of the nation."

FRED N. SCOTT

Another of the former leaders of the Association has recently passed away. This is Fred N. Scott, Instructor and Professor of Rhetoric in the University of Michigan for nearly forty years. He died in California in the late spring of this year and was buried in San Diego. He was president of the Association in 1913.

A LETTER OF APPRECIATION

With the consent of the writer the QUARTERLY is pleased to publish herewith a letter of appreciation from Mr. George W. Benton, at present Secretary of the American Book Company, with offices in New York City. Mr. Benton

was actively connected with the Association during its younger days, he being at that time Principal of the High School in Indianapolis, Indiana. In 1910 he served as President of the Association. He writes as follows:

My dear Mr. Davis:

I have been going over the *QUARTERLY* of the North Central Association, Volume 6, Number 1, for June 1931, and I am very much impressed with the growth of the *QUARTERLY*, especially with the enormous amount of interesting information found in connection with the proceedings of the Commission.

I have not found it convenient to attend meetings recently, but each issue of the *QUARTERLY* finds me an interested reader. It probably is not news to you, but the North Central Association is looked upon with very great respect by other associations and those interested in school problems. The fact that the Reports of the Association cover 22 states makes it a very important educational force.

With best wishes for the continued success of the *Journal*, and with personal regards, I remain,

Very truly yours,
GEO. W. BENTON

HIGH SCHOOL DRAMATICS

In the March 1931 *QUARTERLY* Principal H. H. Ryan of the University High School, Madison, Wisconsin, made a plea for a higher type of plays for high school dramatic production. He concluded: "The hope for a restoration of normal appetites, with growth in taste, lies very largely in the hands of the high school play coach. The solution would seem to be: first, the writing of plays for high school pupils by teachers and other persons who are familiar with the interests of high school pupils; . . . second, there is a problem of collecting and publishing these plays . . . This Association might undertake, as an enterprise of its own, the collection and publication of such plays."

Mr. Ryan's proposal is bearing fruit. There has come to the Editor's desk a letter from Miss Gertrude Wickes, recently a teacher in the Holland, Michigan, high school, saying that she has written

and seen successfully presented two such plays. These are "Julius Caesar" and "Silas Marner."

Let the good work go on.

NATIONAL SURVEY OF SCHOOL FINANCE

Commissioner Cooper has just made public the names of seventeen finance specialists who are to act as consultants in the Federal Office of Education's four-year National Survey of School Finances launched July 1st. The report of Commissioner Cooper adds:

"The school finance survey, authorized by Congress at a cost not to exceed \$350,000, is the third national educational study now being directed by the Federal Office of Education, and the finance survey administrative organization will be similar to that of the other two studies, the Survey of Secondary Education and the Survey of Education of Teachers. Commissioner Cooper is Director, and Professor Paul R. Mort, Director of the School of Education, Teachers College, Columbia University, New York City, is Associate Director in active charge of the survey.

"An appropriation of \$50,000 for the current fiscal year has been made for the school finance study."

DR. ROEMER'S PROMOTION

Every member of the North Central Association will be interested to know that Dr. Joseph Roemer, for many years past the Secretary of the Commission on Secondary Schools in the Southern Association of Colleges and Secondary Schools, has recently been made Director of Instruction in the Junior College Demonstration School of Peabody College, Nashville, Tennessee. This is Dr. Roemer's alma mater, he having received his A. M. and his Ph. D. degrees from this college. "In order to have a laboratory and demonstration school for the training of college teachers," says the *High School Quarterly* for July 1931 (p. 169), "the first two years of the undergraduate college at Peabody are being organized into a Junior College for this purpose and Dr. Roemer is to have charge of it."

Length of the College Year¹

EXTRACT FROM THE MINUTES OF THE COMMISSION ON HIGHER INSTITUTIONS

CHAIRMAN GAGE: Is Dean Cole of Oberlin College present? Dean Cole on two or three occasions, at least last year and this year, has mentioned to me one of our problems of standards and standard applications.

I am going to venture now (it isn't in the program) to ask Dean Cole if he will state what that problem is. I suggest that it may be one of the things with which this Standards Committee should deal.

DEAN COLE (Oberlin College): I am not sure whether one is quite safe, after what has just been said, in talking about standards, and yet a question I have raised for two years with President Gage and about which he has now called me forward, does relate to a standard, and it seems to us one that perhaps it might be well to call to the attention of this Committee. The matter relates to the length of the college year. It is true that the Commission has, I think, no standard that directly states the length of the college year, but by implication there is a length fixed as a standard in one of the other standards. The statement is that a college shall require not less than 120 hours for graduation, and then an hour is defined as a course meeting for one hour a week through eighteen weeks. That means, to make the two hours, the length of the college year must be thirty-six weeks.

At Oberlin for a long time we have had a standard. We have a college year

that completely meets that standard. For a long time it ran a day or two over. Lately we have changed somewhat and our year is now a day or two short of the full thirty-six working weeks. We wish, however, that the year might be shortened somewhat more. We raise the question with the view to finding out whether it might be done without disapproval by the Association. Before raising the question we looked into the standards of a considerable number of institutions, both in and out of this Association, with a result of finding an astonishingly large number of schools that do not have a 36-week year. The year in fact, not infrequently, is 34 weeks.

What in particular we should like to do is to incorporate within the working year our so-called freshman week of four days at the beginning of the year. We might like to go even a little further than that and perhaps, including freshman week, have a year not much more than 34 weeks long. We might quietly have made the change without saying anything about it and if called upon to defend our action have done it by quoting the example of a great many other institutions. We have preferred to come out in the open, rather, and raise the question. Now we do think that the Committee, if it is going to be continued at all, should determine in the first place whether 36 weeks is exactly the right length for a college year. If it is the right length, should not something be done to equalize the practice of members of the North Central Association in that respect? If it is not desirable, why not in some way get rid of that standard?

¹ This matter will be considered by the Committee on Revision of Standards in connection with the general study which is now being carried on.—SECRETARY ZOOK.

Standing Committees

(Commission on Higher Institutions)

The following are the Standing Committees of the Commission on Higher Institutions for the year 1931-1932.

I. COMMITTEE ON JUNIOR COLLEGE ACCREDITING

(Joint Committee with the Commission on Secondary Schools)

- L. V. Koos, University of Chicago, Chicago, Illinois
Frank McElroy, State Teachers College, Mankato, Minnesota.
Roy Gittinger, Oklahoma University, Norman, Oklahoma
E. M. Hitch, Kemper Military School, Boonville, Missouri

II. COMMITTEE ON MUSIC AND ART SCHOOLS

- Alfred H. Upham, Miami University, Oxford, Ohio
O. R. Latham, Iowa State Teachers College, Cedar Falls, Iowa
William F. Cunningham, C. S. C., College of St. Thomas, St. Paul, Minnesota
Walter A. Payne, Hotel Windermere, East Fifty-sixth Street, Chicago, Illinois

III. COMMITTEE ON PHYSICAL EDUCATION AND ATHLETICS

- H. M. Gage, Coe College, Cedar Rapids, Iowa
George F. Zook, University of Akron, Akron, Ohio
Ralph J. Gilmore, Colorado College, Colorado Springs, Colorado
C. W. Savage, Oberlin College, Oberlin, Ohio
T. N. Metcalf, Iowa State College, Ames, Iowa

IV. COMMITTEE ON REVISION OF STANDARDS

- L. D. Coffman, University of Minnesota, Minneapolis, Minnesota
S. P. Capen, University of Buffalo, Buffalo, New York
W. W. Charters, Ohio State University, Columbus, Ohio
Donald J. Cowling, Carleton College, Northfield, Minnesota
A. C. Fox, John Carroll University, Cleveland, Ohio
H. M. Gage, Coe College, Cedar Rapids, Iowa (ex officio)
Charles H. Judd, University of Chicago, Chicago, Illinois
O. R. Latham, Iowa State Teachers College, Cedar Falls, Iowa
W. P. Morgan, Western Illinois State Teachers College, Macomb, Illinois
P. C. Packer, University of Iowa, Iowa City, Iowa
Ellis B. Stouffer, University of Kansas, Lawrence, Kansas
H. A. Suzzallo, Carnegie Foundation for the Advancement of Teaching, 522 Fifth Avenue, New York, New York
E. H. Wilkins, Oberlin College, Oberlin, Ohio
James M. Wood, Stephens College, Columbia, Missouri
George F. Zook, University of Akron, Akron, Ohio

EXECUTIVE COMMITTEE

- L. D. Coffman, University of Minnesota, Minneapolis, Minnesota
H. M. Gage, Coe College, Cedar Rapids, Iowa
Charles H. Judd, University of Chicago, Chicago, Illinois
W. W. Charters, Ohio State University, Columbus, Ohio

George F. Zook, University of Akron,
Akron, Ohio

V. COMMITTEE ON IOWA STATE
TEACHERS COLLEGE
EXPERIMENT

V. A. C. Henmon, University of Wisconsin,
Madison, Wisconsin

VI. COMMITTEE ON JOLIET JUNIOR
COLLEGE EXPERIMENT

H. C. Morrison, University of Chicago,
Chicago, Illinois
John E. Stout, Northwestern University,
Evanston, Illinois

VII. COMMITTEE ON KANSAS
CITY, MISSOURI, EXPERIMENT

Charles H. Judd, University of Chicago,
Chicago, Illinois
L. V. Koos, University of Chicago, Chicago,
Illinois
George F. Zook, University of Akron,
Akron, Ohio

VIII. COMMITTEE ON TULSA,
OKLAHOMA, EXPERIMENT

(Joint Committee with the Commission
on Secondary Schools)

J. D. Elliff, University of Missouri, Columbia,
Missouri
H. G. Lull, Kansas State Teachers College
of Emporia, Emporia, Kansas

H. E. Chandler, University of Kansas,
Lawrence, Kansas

IX. COMMITTEE ON STEPHENS
COLLEGE EXPERIMENT

Charles H. Judd, University of Chicago,
Chicago, Illinois
L. V. Koos, University of Chicago, Chicago,
Illinois
George F. Zook, University of Akron,
Akron, Ohio

X. COMMITTEE ON CORNELL
COLLEGE EXPERIMENT

Floyd W. Reeves, University of Chicago,
Chicago, Illinois
Carl E. Seashore, State University of
Iowa, Iowa City, Iowa

XI. BOARD OF REVIEW

H. M. Gage, Coe College, Cedar Rapids,
Iowa
C. S. Boucher, University of Chicago,
Chicago, Illinois
George F. Zook, University of Akron,
Akron, Ohio
George Buck, Shortridge High School,
Indianapolis, Indiana
John R. Effinger, University of Michigan,
Ann Arbor
W. P. Morgan, Western Illinois State
Teachers College, Macomb, Illinois
Wm. F. Cunningham, College of St.
Thomas, St. Paul, Minnesota

The American Council on Education

(A Delegate's Report)¹

By C. H. JUDD

UNIVERSITY OF CHICAGO

*To the North Central Association of
Colleges and Secondary Schools.*

Ladies and Gentlemen—

I submit herewith my report as one of your representatives on the American Council on Education. I have attended all meetings of the Executive Committee of the Council and have taken part in other committee duties.

At the beginning of this academic year Dr. David A. Robertson, who has been the assistant director of the Council for some years, resigned to become president of Goucher College in Baltimore. John H. MacCracken was elected associate director and is now serving the Council in that capacity.

During the spring of 1930 the Julius Rosenwald Fund gave the Council a grant which has made possible the organization of a committee, known as the Committee on Problems and Plans in Education. It is the purpose of the Committee to organize researches and plans which shall contribute to the development of American education. The Problems and Plans Committee has held two meetings and is projecting co-operative activities along several lines. A third meeting will be held on April 11-13, at which time the projects under consideration will be definitely formulated.

In the autumn of 1930 the General Education Board gave the Council a grant which provides for a ten-year program of testing of the results of education in secondary schools and colleges. The testing program is under the direction of a committee of the Council known as the Committee on Personnel Methods.

¹ This report was made at the time of the Association's Annual Meeting in Chicago, March, 1931.—The Editor.

Dean Hawkes of the college of Columbia University is chairman of this Committee. The director of the testing program is Professor Ben D. Wood of Columbia. A meeting was called by the Committee on Personnel, of representatives of the North Central Association during the autumn, and this Association was invited to co-operate in the program. Definite arrangements for such co-operation were not made, pending the development of the plans of the Committee of this Association, which is working on revision of standards for the Commission on Higher Institutions.

The Officers of the Council have devoted much of their time and energy during the past year to the National Advisory Committee on the relations of the Federal Government to Education. Director Mann of the Council is chairman of the National Committee.

The Council is in flourishing condition. Its membership has increased during the past year, and it has been successful in initiating productive activities and in securing resources with which to carry on its work.

The next annual meeting will be held in Washington on May 8 and 9. A program is in preparation which will include discussions of current experiments in higher education and in public education of secondary and elementary levels.

The publication of the Council, The Educational Record, gives a full account of its activities. The Council's address is 744 Jackson Place, Washington, D. C. Members of the North Central Association are invited to acquaint themselves with the Council's work, and accredited colleges are invited to become institutional members.

Report of Library Committee¹

By E. L. MILLER

DETROIT

1. The Library committee calls attention to the library recommendations on Page 566 of the *QUARTERLY* for March, 1931. These were adopted by this commission in 1930. They are as follows:

I. *Personnel*

(a) Schools of 1,000 or more pupils should have at least one full-time librarian who is professionally trained and holds a bachelor's degree or its equivalent.

(b) Schools of less than 1,000 should have a part-time teacher-librarian with technical library training.

(c) Proper credit should be given schools for aid given to them by public library personnel.

II. *Books and Periodicals*

(a) A catalogued library of 800 live books chosen so as to serve school needs.

(b) About 15 periodicals chosen so as to serve school needs.

(c) Proper credit should be given for public library aid.

III. *Budget*

(a) At least 200 dollars a year for books and periodicals.

(b) At least 75 cents a pupil.

2. During the current year the committee has followed a policy of watchful waiting, which does not mean that it has been idle but that it has been trying to determine what it had better do next.

3. As a result of this policy there was

a meeting of the committee in Detroit on February 24. At this meeting the chairman was directed to report as follows:

(a) A further general questionnaire seems inadvisable at this time.

(b) The recommendations set up in 1930 should stand for one and possibly two years more; that is, until they have been tested by experience, but with this addition to the budget statement: "If a school with an otherwise satisfactory library does not spend \$200 for books and periodicals and 75 cents a pupil, the state committee may in its discretion waive either or both of these recommendations."

(c) During 1931-32 a scientific study should be made to test still further some one of the many problems arising from the foregoing recommendations.

(d) The selection of this problem probably should be left to the committee, who should be instructed to avoid duplication of studies already being made by other agencies.

(e) At the present time it seems as if it would be profitable to make an inquiry on a limited scale to determine if possible the relative success in the freshman year of graduates of schools that do and of schools that do not have adequate libraries and library service.

(f) It is recommended that the committee be continued, be given the privilege of adding to its personnel, and be allowed an appropriation of 500 dollars in addition to the unexpended balance of its 1930-31 appropriation.

¹ This report was made to the Commission on Secondary Schools at the time of the Chicago meeting, March, 1931.—The Editor.

The National Advisory Committee on Education'

(The Representative's Report)

By PRESIDENT E. C. ELLIOTT

PURDUE UNIVERSITY

Mr. Chairman, Ladies and Gentlemen—
For the first time in our history, as far as I know, a serious, disinterested and systematic attempt is being made to study the *internally* complicated and the *externally* involved issues growing out of the educational undertakings and relations of the National Government. This study may not, indeed probably will not, result in any immediate solution of the practical problems of the Federal participation in educational affairs. At least, though, it may be confidently anticipated that the problems themselves will be blueprinted with sufficient detail and precision to afford a sound basis for constructive actions, actions which are not prompted either by narrow partisanship or noisy provincialism.

A fortnight ago Secretary Edmonson, of this Association, requested me to present a "brief statement regarding the work of the National Advisory Committee on Education" to this meeting of this Association. This, for two reasons, I was reluctant to do. At the moment, and for many moments since, I was completely absorbed in that important game of professional life and death which the state university executive must play every two years on the legislative gridiron. (Laughter) I had enough local committees to deal with, let alone national committees. And these local committees, it may be observed, were distinctly arbitrary rather than merely advisory.

Of considerably more influence, however, was the fact that the National Advisory Committee on Education is only now at the critical stage in its tasks. It

was and is my judgment that little of value and probably less of interest might now be said to the members of this Association concerning this Committee. Nevertheless, it was the urgent advice of the General Chairman of the National Advisory Committee that it was timely to utilize the opportunity to acquaint you with the effort being made to see clearly, to relate logically and, perchance, to resolve successfully the complicated and complicating Federal contacts with education. The best that I may hope to do here is to cause you to be the more aware of the existence of the National Advisory Committee and to exhibit a thumb-nail sketch of its organization and procedure, and the nature of certain of its objectives.

Experience is said to be what you get when you are looking for something else. During the past twenty months the members of the National Advisory Committee on Education have gained much of such experience when examining the old and apparently settled problems of education centering in the National Government.

On the twenty-ninth of May, 1929, I received the following letter from the Secretary of the Interior:

"May I ask whether you would be willing to accept membership on an Advisory Committee which will undertake a study of the possibility of bringing together the educational forces which are now in existence in the National Government, under an assistant secretary or under secretary of one of the departments? This Committee will be made up of three groups:

"(1) To consider the educational ac-

tivities in the United States Government, their present administration and method of organization for the future:

"(2) To study the subsidies now given by the Federal Government to colleges, their present administration, the results obtained, and the policies that should be adopted for the future;

"(3) To study the subsidies granted for education of less than college grade, present administration, results obtained, and recommendations as to future policy.

"The first meeting of this National Education Conference will be held in Washington on June 7. I regret to say there are no funds available for the expense of members.

"If you can render this public service it will be very much appreciated." These sentences contain a recognized standard formula for people engaged in education. (Laughter).

A similar letter, apparently, was sent to a considerable, nation-wide group of individuals.

The first meeting of the Committee was held on June 7, 1929, as requested by Secretary Wilbur. As then announced, the Committee was composed of fifty-two members representing those engaged in and interested in education, chosen principally from those occupying places of responsibility in the various levels of our educational system.

Dr. C. R. Mann, Director of the American Council on Education, was, by the Secretary of the Interior, designated as the General Chairman of the Committee, and Mr. J. W. Crabtree, Secretary of the National Education Association, was appointed Secretary.

The membership of the Committee was divided into three sub-groups to deal with the three special problems outlined in Secretary Wilbur's original communication.

At this meeting each of these sub-committees prepared a preliminary report

upon the assigned field. From the three sub-committees there was created a General Conference Committee for the unification of the several reports. This is now the well-known Steering Committee of the National Advisory Committee on Education and is composed of fourteen members.

Dr. Henry Suzzallo was chosen as director of the studies to be conducted by this committee and there was set up twenty-three coöperating committees, eleven of these representing the various departments of the Federal Government having more or less to do with education, and twelve representing the various great education associations of the country, and including this North Central Association.

Fortunately the far-reaching significance of the problem assigned to the National Advisory Committee was recognized by one of the nation's far-sighted philanthropists. He generously provided the funds essential for attacking the problem.

In December, 1929, the National Advisory Committee was given a certain official sanction by the President in his message to Congress. Therein President Hoover said: "In view of the considerable difference of opinion as to the policies which should be pursued by the Federal Government with respect to education, I have appointed a committee representative of the important education associations and others to investigate and present recommendations."

The most important session of the National Advisory Committee on Education, of which I think there have already been three, was held on June 20 and 21, 1930. Following this session the Committee issued its first important publication. This was entitled "Federal Relations to Education:—A Memorandum of Progress." Therein were set forth, briefly, the problem, the procedure followed by the Committee, and a preliminary analy-

sis of the issues. Of these there were five.

(1) The educational problems involved in the training of the employees of the Government to insure better functioning of the Government itself, either in special schools, such as the military and naval academies, or otherwise.

(2) The conduct of research and the dissemination of knowledge for the general welfare.

(3) Assuring educational opportunities for residents of political dependencies, including the District of Columbia, Hawaii, Alaska, the Philippines, etc.

(4) Effective training of native peoples, wards of the Federal Government—Indians, Eskimos, Aleuts, etc.

(5) Coöperating with the several states in the conduct of local education.

The Committee laid down in this memorandum of progress (which I suggest is rightful reading for all of those who pretend to be square with educational progress) ten general principles and seven proposals. The proposals, naturally, were of a concrete character and produced not a small amount of comment, criticism and controversy.

I am going to take whatever seconds may be necessary, from the twenty minutes which the Chairman allowed me to present this case, to set forth briefly these seven principles. We are going to hear a great deal about these during the months succeeding the presentation of the Committee's final report.

These seven proposals were in a tentative form. They were intended to promote discussion and to plumb the minds of those who were trying to think clearly through the problems of the Committee. Also to cause those who were constitutionally opposed to stand out in clear opposition. The proposals were:

First, to increase the Federal appropriations for educational research and information service by the Office of Education, the Federal Board for Vocational

Education, and the various offices of the Department of Agriculture.

Second, to create an adequate Federal headquarters for educational research and information, so organized as to serve as a coöperating center for all Federal agencies with respect to the educational aspects of their work.

Third, to provide one unallotted annual grant to the states of \$2.50 per child under twenty-one years of age, the sole restriction being made that these Federal funds were to be used for the support of educational operations and to make the state itself responsible for budgeting the grant within the state school budget.

Fourth, to repeal all laws now making annual Federal grants to any state for special purposes of education.

Fifth, to oblige each state during the next five years to allot for each specific purpose, for which it now receives Federal funds, as much of the new Federal grant as is now received from the Federal Government for that purpose.

Sixth, to require each state to submit each year to the appropriate Federal office a financial audit, and that it publish the report describing specifically how the Federal moneys have been used.

Seventh, readjust the amount of the proposed flat per capita Federal grant for the states for the support of education at the end of each ten-year period as the new census figures, past experience, and the then existing experience may indicate to be then appropriate.

I have, as you will see, merely abbreviated the Committee's statements.

Naturally, the publication of such a program for Federal action aroused a good deal of argument. The first of the controversial issues was raised within the Committee itself, and arrayed several groups in opposition: one group opposed to the absorption of the Federal funds now being utilized for scientific research into the new general educational grant; the other group, representing

vocational education, firmly supporting the present relationship of the Federal Government to vocational education in the several states. Finally, and naturally, the attitude of the representatives of the Association of Land Grant Colleges and Universities was not sympathetic.

It is not timely that I go into detail here except to say that out of these crucial arguments have emerged suggestions and plans which are being utilized by the Committee in the formulation of its complete plan.

One of the most interesting reactions to the publication of this initial report was that appearing in *School and Society* from the pen and the mind of the editor of that journal. Dr. Cattell said in a letter to the Secretary of the Interior that the report was very bad and should be discredited. He supplemented this harsh judgment with a number of outstanding proposals. Certain of these proposals must, I believe, have serious consideration in any plan designed to place the Federal Government in an effective and modern relation to the nation's education.

You will recall that Dr. Cattell proposed the creation of a national department of education, that all appropriations for national defense should automatically carry an equal appropriation for education and public welfare; that the Department of Education should have charge of the return of all the interest being paid on the foreign war debts, for the purpose of stimulating education in other countries as in the case of the Chinese Boxer indemnity; that we should cooperate in the establishment of an international university to be located in Switzerland or Holland; that there should be a national university at Washington, etc. There were seventeen such proposals.

I select one of the remainder for special mention, and that is the develop-

ment of a great national radio broadcasting service for the promotion of education.

I mention these, not that they have anything to do with the work of the National Advisory Committee on Education, but to express the personal opinion that the National Advisory Committee, if it fulfills its implied obligations, must give some attention to educational affairs which in the past have had no place in our working mechanisms.

There has recently been delivered to the members of the National Advisory Committee another important publication: *Notes on Political and Economic Aspects of Education by the States and by the Nation*. In that publication there are set forth with clarity and brevity, in five or six sections, the following general subjects pertaining to our work in our profession:

(a) The bases, ideals and instrumentalities of government in education;

(b) Arguments for and against general Federal grants for education;

(c) A most illuminating section on the entirely new problem created by the centralization of wealth in this country; one on the important question of the burdens of taxation; and the final section deals with the inequalities of educational opportunity.

Would that there were time for me to digest even briefly the presentation of the headquarters staff of the Committee for each of these themes.

May I close by speaking thus: that the work of the National Advisory Committee on Education is not, as seems to be assumed by many, a national survey of education as we have come to use that word "survey." It does, however, seek to plot and to project for the first time a complete Federal educational policy, in the hope that the new curve may serve for the guidance of those who from time to time in the future may possess the power to determine the direction and the

character of the Federal influence on education.

One may hazard the opinion that neither the Constitution nor the Civil War settled the question of the conflicting sovereignties of the nation and the states. This question has been complicated and magnified during the past ten years by the operation of the Eighteenth Amendment. The question of the allocation of social resources and educational opportunities becomes more and more a national question.

One indeed would not need to be a pessimist to predict that probably one of the sharpest of our controversies in the settlement of the jurisdiction of the

states and the Federal Government will probably come within the field of education. The heart of the question, may I submit, is not the Federalization of schools, but the Americanization of a democratic culture that never can be limited by state boundaries. Perhaps, in the long run, we need expert fanatics to accomplish this task rather than fanatical experts. Thus far, our Federal educational policy has arisen from the accidents of expediencies rather than the intelligence of the expert. We shall see before long whether the National Advisory Committee on Education ever had any real reasons for existence.

The Teacher Training Survey

(A Committee Report)¹

By M. E. HAGGERTY

UNIVERSITY OF MINNESOTA

At the meeting of the North Central Association in March, 1930, President D. B. Waldo reported on the proposed Federal subsidy for a survey of the education of teachers. His report reviewed the attempt of joint committees from the Association of Deans of Colleges of Education, the American Association of Teachers Colleges, and the Association of Commissioners of Education and State Superintendents of Public Instruction to formulate a program looking toward a nation-wide study of the education of teachers. At the time of his report there was pending in the United States Senate a general appropriation bill which carried an item of \$50,000 intended to cover the activities of the first year of a three-year investigation. Soon after the March meeting the general appropriation bill was passed, making the above named \$50,000 available on July first. There were provisions in the bill looking forward to additional appropriations for the second and third years of the investigation, the total amount contemplated being \$200,000. The specific wording of the section carrying the appropriation is as follows:

"the Secretary of the Interior through the Office of Education at a total cost of not to exceed two hundred thousand dollars to make a study of the qualifications of teachers in the public schools, the supply of available teachers, the facilities available and needed for teacher training including

a course of study and methods of teaching."

The \$50,000 became available to the Commissioner of Education on July 1, 1930. Immediately upon the passage of the law Commissioner Cooper took steps to carry forward the contemplated investigation. He organized a "Board of Consultants for the national study of teacher preparation" and invited the following named persons to accept membership on the Board:

Dr. William C. Bagley, Columbia University, representative endowed universities and colleges, and of the Central Atlantic area.

Dr. W. W. Charters, Ohio State University, representative State universities and land-grant institutions, and of the Ohio Valley area.

Dr. George W. Frasier, President, Colorado State Teachers College, President of the American Association of Teachers' Colleges, representative of the Rocky Mountain area.

Dean William S. Gray, University of Chicago, representative of endowed colleges and of the Mississippi Valley area.

Dean M. E. Haggerty, University of Minnesota, representative of the State universities and land-grant colleges, of the National Association of Deans, and of the trans-Mississippi area.

Dean Henry W. Holmes, Harvard University, representative of the endowed universities and colleges and of the New England area.

Dr. John A. H. Keith, Superintendent

¹ This report was made to the Association at the time of its Annual Meeting in Chicago, March, 1931.—The Editor.

of Public Instruction of Pennsylvania, representative of the National Council of State Superintendents and Commissioners of Education

Dean Wm. Webb Kemp, University of California, representative of the Association of Deans of Education, State universities and land-grant colleges and of the Pacific area.

Dr. W. P. Morgan, President of the State Teachers College, Macomb, Illinois, representative of the American Association of Teachers Colleges and of the North Central Association of Colleges and Secondary Schools.

Dr. Shelton Phelps, George Peabody College for Teachers, representative of endowed teacher-training institutions and of the Southern area.

Dr. D. B. Waldo, President of the Western State Teachers College, Kalamazoo, Michigan, representative of the American Association of Teachers Colleges and of the North Central Association of Colleges and Secondary Schools.

Subsequently President Guy E. Snively of the Birmingham-Southern College was added to the group as representing the liberal arts colleges and the Southern Association of Colleges and Secondary Schools.

It is of some interest to the North Central Association to observe that six of the eleven persons chosen for membership on the Board of Consultants reside within the territory of this Association.

This Board, formally appointed by the Secretary of the Interior, was invited to conference at Columbus, Ohio on July 4. At this meeting Commissioner Cooper outlined the general scope of the investigation, indicated the function of the Board of Consultants to be in essence that of a Board of Directors, and invited the co-operation of this Board in the selection of an associate director. By un-

animous action of the Board of Consultants Professor E. S. Evenden of Teachers College, Columbia University, was recommended for the position of Associate Director.

Preliminary discussion on this occasion developed the practically unanimous opinion that there are two problems of major significance for the investigation to study. The first of these problems relates to the supply and demand of teachers, and the second is concerned with the curriculum and related matters set up for the education of teachers.

The Board of Consultants met again in Washington, D. C. on September 12 and 13. The Commissioner of Education and the Associate Director presented outlines covering a wide range of matters that the Investigation might consider. These suggestions were canvassed through a two-day period. Final decision was made that the teacher supply and demand in the United States should be undertaken as one major project. It was understood that the Associate Director would prepare a suitable data blank, that state superintendents and state commissioners of education would be requested to assist in the distribution of this blank, and that it would be sent to every public school teacher in the United States. Subsequent to this meeting the blank has been prepared, has already been widely distributed, and returns from it are now being received by the Office of Education which has recently reported that the receipts number about 7,000 daily.

This data blank, which is probably the most satisfactory blank devised for the collection of information concerning teachers carries 218 items and calls for a description of the teaching position, a limited amount of personal information, the history of teaching experience, the education of the individual, and a limited amount of information concerning the conditions under which the individual works. The material is arranged for

easy transfer to Hollerith tabulation cards and should provide a large quantity of information of the several classifications.

LIST OF STUDIES NOW IN PROGRESS IN CONNECTION WITH THE NATIONAL SURVEY OF THE EDUCATION OF TEACHERS, FEBRUARY, 1931

A. By the Central Survey Staff

1. Nationwide survey of all teachers and other professional workers in the public school systems for
 - a. Supply and demand data
 - b. Type and amount of preparation
2. Preparation of data blanks for detailed study of the faculties of higher educational institutions which prepare teachers or whose graduates enter teaching in large numbers.
3. Assembling and developing more accurate measures for teaching merit or success
 - a. Rating scale
 - b. A comprehensive test of general and professional information and if possible of desirable professional qualities.
4. The history of the training of teachers in the United States
5. The preparation of a complete annotated bibliography (with smaller selected lists) for the field of "Teacher Training" in the United States.
6. The development, in co-operation with other agencies, of forms for collecting data on teachers which will furnish the States and the Federal Office of Education the data necessary for a continuing study of the problems of supply and demand of increasing standards of preparation.

B. By Part-Time Specialists

1. Study of the curricula of normal schools and teachers colleges

- a. Analytical study of courses offered, sequences, etc.
 - b. Study of types of "better practice" by visiting specialists
 2. Similar study of curricula of liberal arts colleges, universities and other institutions preparing teachers
 3. Study of graduate instruction in the preparation of teachers.
 4. Study of the reading interests on current problems of teachers with different types of preparation and comparisons with the interests of other groups of professional and non-professional groups.
 5. Study of the library facilities of normal schools and teachers colleges compared with those of other types of institutions.
 6. An analysis of the problems of in-service education of teachers as carried on by different types of schools in different sections of the country.
 7. The preparation of instruments to determine the controlling educational theories or philosophies of the courses in education in the schools preparing teachers.
- ## C. With Co-operating Organizations or Individuals.
1. An analysis of supply and demand factors as they affect certification laws and certification practices of the state offices of education.
 2. Study of the social and economic status of students preparing for teaching
 - a. Comparisons between types of colleges
 - b. Comparisons with previous periods
 3. Study for one state of the qualifications and characteristics of the teachers who did not secure teaching position during this year
 4. Study of the qualifications and special training of teachers of the deaf.

Standards for Use in Reorganizing Secondary School Curricula¹

(A Committee Report)

By L. W. WEBB

NORTHWESTERN UNIVERSITY

Mr. President, Ladies and Gentlemen—
For the past ten years this Committee has made reports to this Association. It has been my privilege to make these reports for the past five years including this present report.

At this time I would like to make the report, first saying a word about the methods which our Committee has used. Our first task was that of analysis, whereby we have set up some definite standards or goals by which we had hoped to reorganize the secondary school curriculum. Those were called qualitative standards. On the basis of that analysis we have tried to use these standards in selecting subject matter of the various subjects within the curricula that could be used in our class room procedure for accomplishing the objectives or standards which had been set up.

The third method we have used has been that of making experimentations in our schools, hoping thereby to determine whether or not we had accomplished something of the objectives which we had set out to do.

Someone in reading our report might gain the idea that we are only concerned with subject matter. That would be due either to misreading our report or not reading it at all, because this Committee has never been mainly concerned with subject matter. We have always looked at subject matter merely as a tool towards an end.

So am am asking you, as you read these reports that have been printed from time to time, to keep in mind the purpose that this Committee has had in hand from the beginning.

Let us look, briefly, at what the Committee has accomplished. The editor of the *QUARTERLY* has very kindly summarized that for us on Page 443, where he shows that since the *QUARTERLY* was started we have printed some thirty articles in the *QUARTERLY*. I ought to add that a year or two previous to the time of the starting of the *QUARTERLY*, Part III of the proceedings of the Association was printed as a report of this Committee.

The present report takes in the work that has been done during the past year, and that is contained in this present *QUARTERLY* beginning on Page 453 continuously to Page 552. This consists of applying some of these methods to which I have just referred. Some of them are based mainly on the method of analysis. That is in reference to the report of the sub-committee on English, about which I will say nothing further at this time because Mr. Lyman, the Chairman of that sub-committee, is to report in a few moments.

The other reports are concerned somewhat with the experimental method which we are trying out. Here we have the report of the sub-committee on Biology which made a progress report to the Association last year, and the results as now printed in the *QUARTERLY* are the results of the experimentation thus far. That report is presented by Professor

¹ This report was made to the Association in its general session, March 19, 1931.—The Editor.

Elliot R. Downing of the University of Chicago.

Mr. A. W. Hurd, of the Institute for Research of Columbia University, has continued his experimentation on physics and again, in this year's March QUARTERLY, we have a report of that experimentation which has been going on during the past year.

We have also made one other report in the science field, and that is in chemistry where Professor W. H. Lancelot of the State College at Ames, Iowa, has analyzed a health unit based primarily on chemistry. That has been tried out in some twenty-odd schools of the North Central Association, and the report thus far is largely one of progress, but it shows unusually favorable reaction on the part both of teachers and students to the type of thing this Committee working through this sub-committee on chemistry, is trying to do.

Let us look for a moment at the work we expect to do in the future. We spent most of yesterday discussing the work of this Committee in our Commission, and personally I was very enheartened by the keen interest that was shown in the work that we are trying to do. After a lively and interesting discussion, the Commission voted that the work of the Committee should be continued along three lines: (1) To continue along the lines which we have been engaged in for the last several years in making further experimentation in these various subject matter fields, trying to accomplish these objectives by the analysis of subject matter and making these various experiments. (2) Another question which was presented is that we try to set up, instead of subject matter units, functional units (and by functional units is meant that we shall set up a unit to accomplish a certain definite purpose, like health), and not take material alone from

chemistry but take materials from any field or fields which will contribute toward the accomplishment of that functional unit. It is the purpose of the Commission, working through this Committee, to endeavor this coming year to set up certain of these functional units. (3) The other line of work that was suggested is that we make some experimentation of a different character from the kind which we have been doing thus far; that is to try out under as controlled experimental conditions as we can possibly find the functions of putting into performance in school procedure these functional units about which I have just spoken. If we can accomplish work along this line for the next year, this Committee has an exceedingly difficult task ahead of it.

As I have already said, we have been much enheartened by the reception which our work has received. We have realized all the time that we were attacking an exceedingly difficult task, that the progress which we make in it must necessarily be slow and carefully made in order to avoid as many pitfalls as we might. But in spite of all those things, we are still facing the future with faith, and I might add at this time and say with one of the most efficient and hard working Committees with which it has ever been my privilege to associate in all my professional life. It is based upon the confidence which I have in that Committee which makes me have confidence that by keeping on working in these various lines which I have outlined, gradually we shall make a contribution toward the reorganization, the real reorganization of secondary school curricula that will enable us really in our school practices the more adequately to accomplish the purposes and functions for which our education is organized.

I thank you.

Unit Organization of Teaching Material in English¹

By R. L. LYMAN

THE UNIVERSITY OF CHICAGO

Mr. Chairman and Mr. President— Please turn to Page 508 in the QUARTERLY. It is my privilege to call your attention to three experimental units, in English: One prepared and now being taught by Miss Neblick, a teacher in Springfield High School, Illinois; another drawn up by Miss Robinson, on Page 529, and now being taught in a vocational high school of Louisville, Kentucky; and the third worked out by Captain Taylor and now being taught in the Morgan Park Military Academy, Morgan Park, Illinois.

I should like to call attention, first, to the fact that we are using the term unit in a somewhat different sense, I think, than it is sometimes understood. We are not now thinking of a unit of credit, but we are trying to think of a well-organized, well-rounded, coherent unit made up of appropriate subject matter and appropriate pupil activities, and directed toward something that might be called an intellectual whole. Therefore, we are discarding from our own thought the idea of credit.

May I call your attention next to the fact that here are attempts to approach the major objectives in secondary school education, which the Commission on Unit Courses and Curricula have had in mind since the beginning. If you will look on Page 508, in the first column about the middle of the page, you will see how one of these experimental units has attempted to begin its undertaking by setting up for itself certain objectives

felt a Verm
of which I have spoken. The objectives are in brackets in the middle of the page as you run down Page 508, the first column. We want our boys and girls to acquire a certain amount of information that shall function in the routine of daily life; knowledge and information that discover for them or help them discover their own capacities and abilities. Then we want to develop in them, through our curricula, useful habits in skills; and also, ultimately, as the climax, to make them, through these other experiences, grow in attitudes, appreciation and ideals.

The problem that was set before the Sub-Committee which I am representing was to see whether it is possible to organize a quantitative and, at the same time, qualitative unit in pure literature. Miss Neblick's undertaking is the response to that problem. Personally I have always felt a danger exists in the use of the word "quantitative", certainly when referring to an appreciative subject like literature. I think there is some danger also in using the term "qualitative". The danger in "quantitative" is perfectly obvious because that connotes amount, and if we begin to think of an appreciative subject, or the curriculum as a whole, as made up of so many amounts, we are almost certain to think in terms of subject matter only.

I have some skepticism also about a narrow meaning of the term "qualitative," because applied to literature the term is very likely to rule out of the curriculum a large amount of good reading matter of solid and substantial and meritorious content and confine the curriculum to *belles lettres* only. Never-

¹ Remarks made at the time of the Chicago meeting, 1931, in presenting the report of a special committee appointed by the Commission on Unit Courses and Curricula.—The Editor.

theless, we were asked to see whether or not we could make an experimental course that should be qualitative in the sense that it includes only *belles lettres*, and quantitative in the sense that it is an experimental attempt to outline one month's work organized by weeks and, to a certain extent, organized by days. In other words, Miss Neblick made a unit purely literary in quality; at the same time she experimented with quantitative elements. It is before you.

I should like to call attention next to Page 509 on which another experiment is reported. The maker of this unit had in mind a month's work which would develop in suitable sequence the five major kinds of pupil activities named in paragraph A, and then to see whether or not it is possible to intersperse twenty, or perhaps it should be forty, subordinate or supplementary activities in suitable sequence for cycle repetition throughout the four-week unit. An examination of the unit will show at least how the author of this particular teaching plan has attempted thus systematically to embody activities in her program.

Will you turn to Page 510, please? Note that here is a further attempt to carry on that pioneer work which met with a great deal of approval but some skepticism in that innovating course of study of St. Louis a few years ago. The advantages of this parallel column are largely in the results that this sort of an organization will have upon the teaching process. If a teacher, for instance, looks at her plans or has a plan put before her in which the core activities, the objects of attention, the materials, and the activities and materials which fall under "Enrichment and Individualization" are altogether related to each other, I think there will be a decided step forward and away from just the routine teaching of subject matter.

Look at the second unit which appears on Page 529. Here is a unit that is be-

ing taught in a vocational high school at Louisville. It is a course which was formerly called a course in salesmanship, but the instructor had in mind the thought that a course in salesmanship could be expanded in such a way and developed by means of training and oral and written composition and wide supplementary reading so that it might carry also English credit. We are moving away from the qualitative standards that we were using in the earlier unit. We have a simple experimental course in amalgamating a commercial subject or a vocational guidance subject, like vocational guidance, with English.

The third unit, on Page 535, is another and more extended experiment in correlating the literature of our country with the business of understanding the nature and the spirit of our institutions, and opening up to the young people the supreme fact that the life of a nation itself is indisputably associated with its literature, or, if you don't want to put it that way, the literature of a country is the reflection of its civilization.

Here we have three sub-units, one of which is entitled "American Ideals." Two major themes have been taken around which to organize the experiences: 1) loyalty, with four or five different implications; 2) fraternity, or democracy, and its implications. Another unit called "American Leaders," interpreted through American literature, treats 1) social and economic leaders, 2) political leaders, 3) religious leaders, and others. The final unit is "American Types, interpreted through American literature," 1) New England types, 2) Southern types, 3) Middle West types, and 4) Far West types. This program has intellectual order, coherence, system and development, so that the boys of the Morgan Park Military Academy, or any other school, who were privileged thus to see what literature means with relationship to that which it attempts to in-

terpret ought to have and do have an understanding of literature in its functional values.

In conclusion, may I call your attention to this fact? I don't know that I should call it a fact, but it is a distinct question that is being raised in the minds of a good many people who see English in its various branches occupying almost one-quarter of the school time from the first grade through the twelfth. That question is this: In the crowded condition of the curriculum with so many new subjects making their way in, is it not possible to make the reading, writing and speaking experiences of our children carry a somewhat larger share of the content interpretation of life values that school experiences ought to give? I am happy to say that a good many of the universities and a number of the junior colleges, and a good many of the high schools are experimenting in that direction.

May I call your attention to a course that is given in the University of Colorado, a course which, by the way, is elected by large numbers of men, "American Ideals Interpreted by Literature." Another course offered in Columbia University is a joint course prepared and taught by two men, one an expert in English history, the other an expert in English literature. Their joint course

is called "English History and English Literature." The young people jointly taught by these two instructors are learning, I think, something extraordinarily rich and satisfying about literature, namely that it is associated intimately with the life of the nation which it is privileged to represent. The experimental Junior College of Kansas City, looking toward Stephens College and getting its inspiration there, is offering a course called "The Correlated Arts" in which literature, art, music, painting, sculpture and dancing, all brought together in one course, are made preliminary to the courses in literature that follow. Similar courses are found in the Junior College at LaGrange, Illinois, in which American history and American literature are intimately associated.

The last two units printed in the bulletin before you are merely in line with that larger aspect of the teaching of literature which, if you choose, makes even literature, in a sense, a tool subject, but a tool subject for a larger and richer life. That by no means excludes either in the junior high school or in the senior high school, or in the junior college some courses in which literature as *belles lettres*, as an art, does receive the attention which it deserves.

College Entrance Requirements in English¹

(A Committee Report)

By E. L. MILLER

DETROIT

Mr. President, Ladies and Gentlemen—You will find our report printed in the March QUARTERLY. I think there are enough copies scattered around the different parts of the room so that each one of you can possess yourself of one. The report begins on Page 553.

I want to say one word about the history of this Committee. It is not a new Committee. Its work started in the year 1910 when the National Council of Teachers of English was organized. It took definite form in 1917 when their first curriculum report, under the direction of Mr. James Hosick, was accepted by the North Central Association. This report was revised in 1923. Acting upon a principle which was then agreed upon, this present Committee was appointed in 1929 for the purpose of bringing the curriculum up to date as far as seemed practicable.

Let me say one word about the personnel of the present Committee. With the exception of the Chairman, I am of the opinion that it is a distinguished and able Committee. It comprises, if I have counted correctly, five presidents and ex-presidents of the National Council of Teachers of English, the Secretary of that Council, the Editor of the English Journal, and several other members who are distinguished in this field of pedagogical work.

The report which is in your hands I can describe briefly as containing:

1. A statement of the principles of

English curriculum construction, the objectives to be sought, and the definitions which the Committee has followed. This constitutes the first part of the report.

2. A highly condensed and, we hope, suggestive curriculum which may be used in schools that are seeking to revise their courses in English.

3. This part consists of some discussion of special topics.

This whole report is based on a questionnaire which was prepared in 1929 and sent out to all of the North Central high schools. Every proposition which the report contains was supported by substantial majorities, and most of them by overwhelming majorities.

Among the refinements and features which you will find in this present report, I would like to call your attention in passing to the following topics:

First, at the foot of Page 442 you will find a note regarding reprints of the report. A limited number of those reprints can be secured for use in schools if the schools are interested.

The second feature to which I wish to refer is on the subject of functional subjects in composition on Page 554. The idea, as stated in untechnical language, is simply this: that pupils in high schools ought to write and talk about subjects that are within the range of their actual living.

The third feature is entitled "English in All Subjects." It begins on Page 556. That, I believe and the Committee believes, is a substantial contribution based on long and successful experience to the ever vexing question of getting the children to use respectable English

¹ This report was made to the Association in its general session, March 19, 1931.—The Editor.

in the algebra class as well as in the English class.

The fourth item is on the cycle of composition processes. The desire of the Committee is to emphasize the fact that composition is not merely writing. Writing is only one process in a cycle which consists of about seven different activities. That portion of the report, in my opinion, is a masterpiece. It was written by a master of the subject. Understand, please, that the Chairman is merely reporting, is merely the office boy, and if I say anything in praise of this report it is in praise of the work done by my colleagues.

The fifth item, on Page 560, deals with the question of individualized study.

The sixth deals with the subject of flexibility in instruction. That also is on Page 560. I would like to emphasize that at this time because it is really the core point of the report. The idea is that we must not seek to impose upon any school or any child a course of study that is likely to prove a bed of Procrustes. We wish to call the attention of teachers and of principals and of superintendents to the fact that the only way in which satisfactory results can be secured is by finding out where the pupil is at a given time, and basing our procedure upon the information which we secure upon that point. I cannot emphasize that phase of the report too much.

The seventh feature of the report (and it is an important one) deals with the use of modern and current literature, not to supplant the classics but to supplement them. You will find that feature of the report scattered over several pages, beginning with Page 561.

The eighth important point in the report deals with the teacher load, which is on Page 565.

In passing, I want to call your attention to a misprint. At the foot of Page 565, in the last paragraph (b), the report reads: "Two classes in litera-

ture and three in composition averaging 30 pupils each." For "30" please substitute "27 or 28." Over the page, under the heading (c), the first paragraph should read: "Three classes in literature and two in composition averaging 30 each."

Just below that, under the item "Libraries," Page 566, I want to call your attention to the fact that the library recommendations printed here were adopted last year by the Commission on Secondary Schools. We propose to add, at the end of those items, an item which is to be called (c), and which will provide that if a school's library in all other respects is satisfactory the state accrediting officers shall be given discretion to waive the requirements of an expenditure of \$200 a year and of at least 75 cents for each pupil. We are satisfied that in many cases this would work a hardship upon schools which are properly equipped with libraries if it were not modified as we suggest. That suggestion was adopted yesterday by the Commission on Secondary Schools.

Finally, I would like to call your attention to the summary of the report which appears at the end.

This report does not, as it stands, exhaust the activities of the Committee. In addition to the work represented by this report, we have had a sub-committee headed by Dr. Lyman of the University of Chicago. It has been the duty of that sub-committee to study this report and to reduce it to a statement sufficiently brief to be printed in college catalogs as a statement of college entrance requirements in English. That report I had hoped to be able to place in your hands at this time, but the supply of copies which we provided ourselves with was entirely absorbed by the Commission on Unit Courses and Curricula and the Commission on Higher Education. However, the Commission on Higher Education voted yesterday to cir-

cularize all of the colleges and high schools in the Association with that report. I trust you will accept my apologies at this time for not being able to present it more fully. It is a report which I can say is worthy of careful attention and of great respect. It was made by college experts as the result of a study of the document that is in your hands.

On the whole, let me say in closing that it has been our endeavor to make a report which is progressive, but which at the same time is not revolutionary. We have not sought to set up ideals. We have sought to set up a modernized cur-

riculum which is sufficiently conservative to be accepted by practical school people who are actually on the firing line. Our motto, I might say in closing has been

“Be not the first by whom the new is tried,

Nor yet the last to lay the old aside.”

May I bespeak your careful study of this report and request you to send to our Committee any suggestions which may occur to you. In that way we perhaps may be able to make this a report not merely of a Committee but a report of the entire Association.

Uniform N. C. A. College Entrance Requirements in English

A Proposed Statement for N. C. A. College Catalogues

By W. J. BRYAN, J. V. DENNEY, ADAH GRANDY, F. O. HOLT,
R. L. LYMAN, E. L. MILLER, AND C. D. THORPE

The North Central Association, in 1917, 1923, and 1930, interested itself in the secondary school English curriculum as a basis for college entrance requirements. The 1930 committee presented a report to the Association in March, 1930, this report having previously been printed in the NORTH CENTRAL QUARTERLY. Copies of the report have been reprinted and are ready for distribution among the high schools and colleges of the Association. Those desiring these reprints should write to Mr. C. O. Davis, the Editor of the NORTH CENTRAL QUARTERLY. The membership of the committee who prepared this report was as follows:

F. H. Bair, Superintendent of Schools, Shaker Heights, Cleveland, Ohio
Essie Chamberlain, Oak Park High School, Oak Park, Illinois
Thomas Gosling, Superintendent of Schools, Akron, Ohio
W. Wilbur Hatfield, Secretary of the National Council of Teachers of English, Chicago, Illinois
Rewey Belle Inglis, 1929 President of the National Council of Teachers of English, Minneapolis, Minnesota
R. L. Lyman, University of Chicago, Chicago, Illinois
E. H. Kemper McComb, Principal, Emerich Manual Training School, Indianapolis, Indiana
Sarah T. Muir, Lincoln High School, Lincoln, Nebraska

Marquis E. Shattuck, Director of Language Education, Detroit, Michigan
Ruth Mary Weeks, Paseo High School, Kansas City, Missouri. 1930 President of the National Council of Teachers of English

E. L. Miller, Assistant Superintendent, Detroit Public Schools, Detroit, Michigan—Chairman

Among the projects started and approved by the committee was the creation of a sub-committee with Prof. R. L. Lyman as chairman and the following members:

W. J. Bryan, Northwestern
J. V. Denney, Ohio
Adah Grandy, Minnesota
F. O. Holt, Wisconsin
E. L. Miller, Detroit
C. D. Thorpe, Michigan

The work assigned to this committee was the formulation of a statement of the principles underlying the report of the main committee in a compact form designed to be reproduced in college catalogues as a statement of college entrance requirements in English. This statement was presented to the Commission on Higher Education at the meeting of the Association in March, with the result that that commission voted to circularize the Association with the comments of the committee and to refer the report to their committee on standards for recommendation.

ENTRANCE REQUIREMENTS IN ENGLISH: A STATEMENT PROPOSED FOR COLLEGE CATALOGUES

English.—To satisfy the minimum requirement of three units in English, pref-

erably in Grades X, XI, and XII, the candidate must have completed success-

fully a course of study requiring two hundred minutes of class work each week for three scholastic years. A fourth unit is desirable and may be credited, especially if the student's attainment is definitely superior in quality. This preparation should assure certain reasonable attainments (a) in language, (b) in composition, (c) in ability to read and (d) in acquaintance with literature.

Language.—The candidate should have attained competence in language in the following respects:

1. Some understanding of the function of language as a means of communicating ideas to others.
2. A respect for good English as a tool for utilitarian, social, and artistic purposes.
3. A mastery of the essential grammatical and rhetorical terms and principles.
4. A mastery of the most essential principles of sentence structure.
5. The mastery of accepted idiomatic usage.
6. Skill in the use of an adequate dictionary.

Composition (Written).—The candidate should possess the abilities necessary to communicate his own ideas in organized units of thought; that is, sufficient skill in the use of English to enable him to write a narrative, an explanation, a report, or a letter of three or more paragraphs, concerning which the majority of the following questions can be answered in the affirmative:

1. Is the subject suitable and sufficiently limited?
2. Does the composition indicate sufficient familiarity with the subject and adequate command of it?
3. Does the writer hold firmly to his subject?
4. Does the composition present an orderly and adequate development of the thought as a whole?

5. Do the paragraphs and groups of paragraphs adequately represent the divisions of the thought?

6. Are the transitions from paragraph to paragraph and from division to division clear and easily followed?

7. Are the sentences complete? Do the parts of sentences show proper relationships of thought by suitable coördination or subordination?

8. Is the punctuation accurate?

9. Is the manuscript neatly and legibly written?

10. Is the composition free from such technical weaknesses as: (a) the comma fault or the sentence fragment, (b) obtrusive, misleading, excessive, or insufficient punctuation?

11. Is it free from such offenses in grammar and usage as: (a) incorrect verb forms; (b) incorrect pronoun forms; (c) frequent misspelling; (d) failures in agreement between subject and verb and between pronouns and antecedents; (e) dangling modifiers?

12. Is it reasonably free from such incongruous constructions and unpleasant stylistic defects as: (a) incorrect parallelism; (b) awkward and obscure constructions; (c) affectation and rhetorical flourish; (d) bookish expressions; (e) verbosity?

The attainments named above are the minimum entrance requirements. High school students of superior ability should have made progress also in attaining the standards embodied in the following questions:

1. Is the composition itself interesting; does it show originality and vitality in thought and attitude, in subject matter, and in treatment of the subject?

2. Does it have variety in diction, in sentence structure, and in paragraph structure?

3. Is it written in easy, idiomatic English?

4. Does it show sincerity and restraint in the expression of thought?

NOTE 1. In order that students of superior ability may achieve reasonable proficiency in written expression according to the standards just named, the high school may wisely provide special instruction during the final two years. Moreover, reasonable attainment of such standards on the part of superior high school students should secure for them special advancement in freshman English in college.

NOTE 2. Training in written expression accompanied by attention to functional grammar should occupy at least one-half of the secondary school course in English and should be continuous throughout the course.

Composition (Oral).—The candidate should have the ability to make an explanation, to present a topical recitation or report, to relate a sequence of events, and to engage in group discussion in idiomatic, correct English which conforms to the standards named above, so far as they are applicable to oral expression.

NOTE 1. Training in oral composition should not be considered a substitute for systematic training in written composition.

NOTE 2. The aim in teaching language and composition is the gradual development in the mind of the student of (a) a language "conscience" which rebels against slovenly English—bad spelling, incorrect grammar, feeble and inaccurate expressions; (b) a realization of the power and aesthetic value of words; (c) an understanding of the specific values which lie in effective English; (d) a genuine desire to use one's native language well; (e) an ability to organize materials into one unified whole. Such attitudes should be accompanied by reasonable proficiency in personal language habits and practices.

General Reading.—The candidate should have

1. The ability intelligently to get meaning from the printed page: that is, (a) skill in careful intensive reading for purposes of study and (b) skill in rapid extensive reading for securing general information or for recreation.

2. The ability to understand and ap-

preciate imaginative and informative literature of various types and of varying ranges of difficulty.

3. The habit of turning to literature for recreation, or for the satisfaction of aesthetic needs, or for the sake of knowing more about the world in which we live.

4. The ability to read literature orally with intelligent interpretation, with simplicity and dignity, and in a clear, pleasing, and audible voice.

Literature.—The candidate should have secured familiarity with a reasonable amount of significant literature. His reading should be wisely guided through experiences in class rooms and libraries well stocked with standard literature together with current books and reputable magazines.

1. He should have read intelligently and if possible appreciatively some famous poems, plays, novels, essays, and biographies.

a. Characteristic and notable works should be selected from the writings of such authors as the following:

Shakespeare	Longfellow	Poe
Goldsmith	Scott	Addison
Sheridan	Dickens	Austen
Milton	Eliot	Franklin
Wordsworth	Thackeray	Emerson
Keats	Hawthorne	Parkman
Tennyson	Irving	Macaulay

b. Some works should be selected from such significant modern poets as Masfield, Robinson, Benet, Kipling, and Noyes; such dramatists as Galsworthy, Dunsany, and Barrie; such novelists as Cather, London, Wister, Conrad, Wharton, and Walpole; such essayists and short story writers as Stevenson, O. Henry, and Morley. Experience with the literature of the past should have developed the ability to distinguish between the meritorious and the ephemeral in the literature of recent times.

2. He should have some acquaintance (a) with the development and continuity of English and American literature and (b) with the distinguishing characteristics of the major literary forms.

NOTE. The standards here set forth should guide the preparation of students who plan to enter college. In order that such students may realize how adequately they are attaining indispensable habits, skills, and attitudes, a comprehensive examination in high school English, such as is now used in several states, should be given, preferably in the early part of the senior year. The results of this examination should determine the special needs of individual students for further English training and should be largely influential in determining recommendations for admission to college.

In presenting this report, the chairman of the Committee made the following comments:

1. The conception of the curriculum as subject matter is changed to a conception of the curriculum as *experiences, activities*.

2. The outcomes of secondary school instruction are stated in terms of pupils' attainments, capacities, attitudes.

3. Desirable attainments are stated in terms of standards of appraisal, which can be used by teachers and pupils in the daily routine of class work.

4. The composition standards place content first, order, sequence, coherence second, and matters of *accuracy* third. First, second, third do not necessarily indicate importance; they indicate the order which should be in both the pupils' and the teachers' mind.

5. Discrimination is attempted between the attainments to be expected from the superior student, and from the average. High schools and colleges are not to be satisfied with even reasonable mediocrity. Also differentiated treatment in college is implied.

6. The statement discriminates between reading skills or abilities, and attainments in literature.

7. Recommendations concerning literature, *belles lettres*, allow the individual schools and teachers a wide range of choice among the classic English authors. This statement, for prospective college entrants, points toward a wider range of subject matter than has been customary.

8. Paragraph b, under *Literature*, is a fairly liberal statement for the presence in secondary school English of contemporary writers, and, in the last sentence, sets forth a *theory* that correlates the attention given to the masters with the attention given to the moderns. Perhaps a larger representation of easier moderns, more authors like London and O. Henry, should be included for the ninth and tenth grades. However, the present statement applies to prospective college entrants only.

9. The recommendation for a comprehensive examination, preferably in the early part of the senior year, will keep some illiterates from college and induce high school English departments to make one last attempt to reform semi-illiterates before they enter college Freshman classes. The danger is that the *state-wide examination* may fall into the hands of people who are more interested in minute details of language than they are in testing pupils by the expressional standards as set forth in this report.

The committee hopes that this document will receive favorable consideration from the colleges and universities of the Association and that most, if not all, of them will adopt it as their official statement of college entrance requirements in English. The result, the committee believes, will secure the benefit at once of uniformity and of modern, though not radical, practice.

The Chicago Plan¹

BY PRESIDENT ROBERT M. HUTCHINS

THE UNIVERSITY OF CHICAGO

TOASTMASTER MAXWELL: This masterful analysis shows why Mr. Prunty has become one of our outstanding leaders in American education.

It is customary at this banquet, in addition to the presidential address, to have a speaker who has done outstanding work in some field of educational endeavor. It is of course customary for many organizations to invite men and women who have been noted for their contributions to social welfare.

Last year in one of the eastern colleges a liberal club invited at different periods different outstanding social philosophers, and one evening they had Mrs. Margaret Sanger. The young chairman of the organization was somewhat flustered in his introduction, but he finally stammered and said, "The finest thing about Mrs. Sanger is that she practices what she preaches."

Now I think that American higher education is fortunate in having a university president who has the courage of his convictions and who is willing to stand or fall by attempting at least to put his educational theories to the test of practice. It gives me great pleasure at this time, and I feel it an honor to introduce to this gathering President Robert M. Hutchins of the University of Chicago.

DR. ROBERT M. HUTCHINS: *Mr. Toastmaster, Ladies and Gentlemen*—I should like to address myself first, if you will permit me, to the fraternal delegates. It seemed to me that they were slightly

confused on two points. First, as to where they were. Suggestions which emanated from every one of them as to riots and murders and things of that sort indicated that they did not realize that they were in Chicago. You might have thought they were in Atlantic City or Boston, or Holyoke, or New York. In short, you might have thought they were at home.

You never would have supposed they were in the heart of the great inland empire. Why, I have lived in Chicago for a year and a half and I can solemnly assure you that there has been only one man shot and two men held up in my block since I have been here. (Laughter)

The second point on which these gentlemen seemed to be suffering from hallucinations of one type or another, which I may say did them no credit, was as to who was the President of the University of Chicago.

One of them intimated he thought Mr. Judd (at least I took it he was describing Mr. Judd; one never knows) had something to do with the matter. Another referred to the Old Man and said he thought Mr. Stagg was in charge of the University of Chicago. I am sorry that I am compelled to enlighten these gentlemen, or to enlighten you in the confusion in which they have placed you. They are both right.

The arrangement that we have now is that Mr. Stagg and Mr. Judd run the University on alternate days and I make the speeches.

This arrangement was entered into at the suggestion of Mr. Judd (laughter), and it appeared to him an entirely satisfactory scheme until tonight he realized

¹ An address delivered at the Banquet Session of the Association at the time of its annual meeting in Chicago, March, 1931.—The Editor.

for the first time he would not speak for the University of Chicago before the North Central Association.

Mr. Judd has been compelled to leave this meeting and to leave it, I may add, with a broken heart.

Now the subject that I am scheduled to discuss is "The Chicago Plan," but I cannot bring myself to do it. So many speeches have been made about this subject, there has been so much conversation about it, there have been so many questions asked concerning it, and so many of these questions have been evaded, that I cannot listen to myself upon this topic once again. If this is true of me, how much truer is it of my colleagues of the University of Chicago? There the word "reorganization" can be used only over the telephone.

It is a fighting word. And even the good old-fashioned phrase "educational experimentation" can now be mentioned only with an apologetic smile. If this is true of my colleagues at the University of Chicago, how much truer must it be of the members of the North Central Association who time after time by night and day, with or without an invitation, by mail, by wire, by radio, by television, by wigwagging, by everything but silence, have been told what the University of Chicago plans to do. How tired you must be of hearing of these things, many of which you are doing already and the rest of which no sane person would ever undertake.

So it is no use. Neither you nor my colleagues nor I can stand another word about the Chicago plan.

Since I appreciate the honor of addressing this gathering, it seems only fair for me to seek out a subject that would interest you. I am sure you are not interested in us but I am equally sure there is one thing in which you are interested, and that is yourselves.

It is about yourselves, therefore, that I propose to speak. The North Central

Association, which has—I sing—exerted the most profound influence on education in its territory, an influence that has gradually extended even to the benighted associations represented by the fraternal delegates. The Association has shown leadership in secondary and college education. It has insisted upon high standards. Indeed it may be said to have existed to bring about through co-operation conformity with the best practices known to educators, but the Association has done more. It has realized that as knowledge increases the best practices may change. It has believed that the best way to maintain valid standards is to promote scientific experimentation with them. It has understood that to confine institutions within the rigid categories of the past may be worse than to have no standards at all. The Association, therefore, has followed, while insisting upon standards, a practice of experimenting with them in a scientific way. The University of Chicago, while conforming with the standards of the Association, hopes also to become one of the most active centers of the type of experimentation that this Association has sanctioned and stimulated.

In conformity with its established policies, the Association is now re-examining through its Commission on Higher Institutions the practices of these foundations to determine whether and where these practices and the standards derived from them may be improved. In this movement the University of Chicago has the deepest interest. For the past year and a half it has been studying its own organization through an internal survey, in the hope that eventually it might become acquainted with itself, and that process of becoming acquainted has been quite revealing. The gentlemen who are studying us are studying us with a cold and impartial eye. They are examining our administration, our research, our teaching, our libraries, our labor-

atories, our income, our expenditures—in short, they are studying us from top to bottom.

Since they are part of a separate organization, the survey staff, which has no affiliation with any department or school, cannot be accused of bias or prejudice.* Since they have surveyed countless other institutions they can hardly be accused of incompetence. Since they are studying every aspect of the university we should have at the end a complete picture of one large institution, its organization and its operation, which may be of some use to other institutions elsewhere.

Since the survey has six months more to run, its conclusions are of course as yet unformulated, but its tentative findings have already affected the decision of the faculty in removing the limitation of 750 on the freshman class, have affected the whole scheme of budget making, have affected the plan of reorganization at every step, and have exerted in the formulation of the new college curriculum important influence in showing the committee exactly what course our students were following.

So important and rewarding have the studies of the survey been that we propose to make it a continuous and continuing enterprise. Its scrutiny is too valuable to be relaxed at the end of the present study. And the survey, therefore, will go on, we hope, throughout the years, showing us from time to time what we ought to do. And it must do so for the sake of the internal administration of the university and also for the sake of its public relations, and these last will be most important in the years that are just ahead, for as Mr. Prunty had indicated, education has only begun to feel the effects of the current business depression. Public officials and private persons are alleging that education has expanded without intelligent planning, and that much of our present outlays are

for the support and propagation of nonsense, and they are calling upon us to eliminate the nonsense and reduce taxes. It will not do to be infuriated with these charges. If they are to be refuted it will only be through the presentation of facts impartially collected and impartially set forth. We must set about getting these facts immediately, because public confidence will only be secured through a public conviction that the institutions of higher learning in the United States are attempting to understand themselves, their place in society, and the best and most effective way of filling it.

The University of Chicago, therefore, welcomes the present study being made by the Committee on Standards of the Commission on Higher Institutions. In so far as it is in conformity with the plans of the Committee on Standards, the university will be glad to assist in devoting time and energy to its work.

The university wishes also to cooperate in the Association's program of experimentation. It will not only welcome, it will insist upon the most careful inspection by the Association of its own experiments, and will be prepared to lay before the Association detailed and definite reports of its analysis, of its own ventures, and it is perhaps appropriate that I should begin this business of reporting now and refer to some standards of the Association that are now or likely to be the subject of experiment at the University of Chicago.

The first of these is one which Mr. Prunty has mentioned. It is the standard limiting the size of classes. I understand that this limitation was adopted shortly after the Association was founded in 1895, and that as far back as 1915 a committee reported that many members of the Association regarded the standard as impractical, and that it was being liberally disregarded.

The Association may therefore watch, perhaps with some interest, the plans

of the University of Chicago as they develop in this area, because we think, or we hope, at least, that we are on the track of something that may preserve at our level the advantages of large and small classes without the disadvantages of either.

As Mr. Prunty has made clear, the disadvantage of the small class is its cost. Although nobody will object even in these days to a valid educational device solely because it is expensive, the needs of education are so great and are likely to become so much greater that a limitation of class size to thirty cannot be justified unless it can be shown to be indispensable. In our new college curriculum, which passed the University Senate on the ninth of March, we are providing in the freshman year four lecture courses whose size will be limited only by the size of the class room and the range of the lecturer's voice. They will be in the four major fields of knowledge represented by our four upper divisions, the humanities, the social sciences, the physical sciences, and the biological sciences. Using these four lecture courses in the freshman year as a base we can, under the action of the faculty, perform any kind of experimental maneuvers with large and small classes that we choose. We can develop small conference groups growing out of these large classes for qualified students only. We can extend the lecture courses through two years and develop there, too, small conference groups for qualified students growing out of them. We can parallel these large courses with small classes in departmental fields in which for some reason or other small classes may be necessary. In other words, as this program develops we may find that since the dean of students is responsible for the placing of students in large or small groups according to their needs that large lecture courses may be used most effectively to provide the general

education which is the main object of our new college. We may find, on the other hand, that small classes for qualified students may be used most effectively for those who are preparing to go on into the upper divisions as candidates for a degree. In any event, we may all agree, I suppose, that there is some question as to whether all students profit by small classes in all subjects, and that a standard which insists that they do may well be the subject of further study.

Further study, too, may perhaps be devoted to that standard which requires that there shall be eight distinct departments, each in the charge of full professors. That standard has served a very useful purpose, for it has limited the quantity of institutions that could allege they were distributing the higher learning. But we may be at the moment on the verge of a period in which we shall combine departments particularly perhaps on the college level with a view to developing a curriculum that will more nearly meet the demands of education than any that highly specialized departments are likely to evolve. In the preparation of our own college curriculum, for instance, the work was done by the four divisions and not by the forty departments. In the work of reconsidering the curriculum of the four upper divisions the work is being done by the divisions as a whole. We do not propose to abolish departments, but we do propose to do our planning principally on a divisional basis.

And the development of a standard which might hinder such a development in the line of planning on a divisional rather than a departmental basis may be seriously questioned.

As I have said, the University of Chicago wishes to contribute to experimentation with the standards of the Association, if the Association desires to have it do so. In such experimentation we are of course involved really in the

business of developing new standards, and they may come to cover fields which are not covered by any standards at the present time, and in this connection we may perhaps consider the importance at the present day of devoting particular attention to student relations and student problems. In this field we have taken a step that may prove to be of some interest to the Association. We have segregated all student relations and the organizations dealing with them and placed them under the charge of a dean who is responsible for them to the president. This means, for instance, that the Bureau of Vocational Guidance and Placement, the Health Service, the Women's University Council, the Advisers to Students, those in the control of the residence halls, to mention a few of the multifarious units that have hitherto been independent, are placed under the control of the dean of students. Now we expect to derive advantages from this arrangement that are both negative and positive. The deans in arts, literature and science and the professional deans, if they wish it, are now in a position to be freed from all the perplexing problems of student welfare and educational and vocational advice, and can devote themselves to developing the educational policy of their organizations. The dean of students, on the other hand, can for the first time bring to bear on student problems all the facilities of the university, and can map out a broad plan of research. By this arrangement we hope to have, instead of the scattered effort of service agencies, while not diminishing our service but on the other hand making it more effective, a broad plan of research and experimentation developed in this most important field. And the Association may wish perhaps at some future time, in consideration of the re-statement of its standards, to consider the possibility of giving some place to activity of this type.

In order to prevent the dean of students from developing indolent habits I has also been appointed the university examiner. (Laughter) In this capacity he, with his board of examinations, in charge of the construction, administration and testing of all general examinations in arts, literature and science, and in any professional schools that wish to introduce this type of examination. Through this arrangement, the board of examiners, we hope to secure the advantages of both internal and external examinations. The chairman of the board of examinations is the dean of students and university examiner. Three members of the board are technical men appointed by the president. The other five are chairmen of divisional committees on examinations appointed by the deans. Through the constitution of this board, therefore, we attempt to guarantee that the faculty will be fully represented at every step and will of course supply the materials for the general examination. But students will not be examined by the teachers who have taught the courses which they have taken. So important do we regard the examination problem in our whole system of education, as we are now entering upon it, that we are holding on March 28 a conference of representatives of the leading institutions which have been primarily concerned with examination problems. Through this and succeeding conferences we hope to secure light and leading from other universities in the solution and in the prosecution, at least to us, of one of our most significant lines of inquiry.

These, then, are some of the types of experimentation that are now going forward at the University of Chicago. Some of them affect the present standards of the Association. Others may affect its future standards. They are submitted now to the Association with the request that they be accepted by it as the proper subjects of inquiry for one of

its members. If now or at any future time they require us to depart from the accepted standards of the Association, we ask that we be permitted to continue them on the condition that definite and detailed reports will be furnished to the Association of our progress or the lack thereof.

"Well," you may say, "that is all right. We have no objection to your going to hell in your own way. (Laughter) But how are we going to get along with you in the meantime? How is the student to transfer in or out of your institution? And how is a high school student to be prepared for the extraordinary freedom that you give them for your new curriculum and for your general examination? How are we going to articulate with you?"

I hasten to reply if any student should be so irrational as to wish to transfer out of the University of Chicago, (laughter) he will be able to present to you a complete statement of the courses he has attended and a record showing whether his work in those courses was satisfactory or unsatisfactory. This statement will be based on quarterly tests and quizzes. Although those quarterly tests and quizzes will not affect his chances of graduation with us they will supply to you, to him and to all others interested, an exact record of his progress up to date. If a student wishes to transfer to the college of the University of Chicago, he may do so on presenting credentials acceptable to the dean of students, who will then proceed to advise him as to what courses he should attend, if he wishes, to prepare himself for the general examination. If a student wishes to transfer to the University of Chicago for graduate work in the upper divisions, a student, in other words, who has the bachelor's degree, he may do so on the same basis as in the past. If a student wishes to transfer

to the upper divisions of the University of Chicago and has not the bachelor's degree but wishes to be enrolled as a candidate for that degree, he may for the present do so on the same basis as in the past. We expect eventually to require students transferring into the upper divisions without the bachelor's degree to pass the same examination for entrance to those divisions that our own college students will have to take, but we do not propose to do this for at least the next two academic years, and we do not propose to do it at all until we are convinced that the college members of this Association at least understand our courses and our general examination.

In order to assist the student we shall print next fall complete syllabi of all courses leading to the general examinations and shall publish numerous samples of those examinations. We shall be glad to supply those to any member of this Association who desires to see them. If any member of the Association desires to experiment with them, we shall be glad to have that done. Should any college or junior college in this Association desire to try either our courses or our examinations on their own grounds, we should be glad to furnish every possible assistance.

Now we do this from purely selfish motives. We must have your advice and criticism. Since we are entering upon an experimental program we are committed to nothing except the modification of that program in the light of experience and of the wisdom of the educational world. There is no group whose advice and interest we need so much as we need yours. We hope that our efforts will be of some use to you in your own, and that they may strengthen the scientific spirit in education. In the meantime, we are proud to be regarded as one of the experiment stations of the North Central Association.

Report of the Committee on Athletics, 1931¹

By H. M. GAGE, CHAIRMAN

In March 1926 the Commission authorized the appointment of a special committee on Athletics. Standards submitted by the Committee in 1927 were held in consideration for one year and adopted as an integral part of the standards of this Association in 1928.

It was originally proposed that this Commission accredit inter-collegiate athletic conferences and that a certificate of membership in an accredited athletic conference be accepted as fulfilling all obligations of member institutions so far as athletic standards is concerned. The Committee was therefore instructed to draw up a list of conferences to recommend for accrediting. In fact, no conference was so accredited in 1929 or in 1930. In the former year we did acknowledge with approval the action of the Intercollegiate Athletic Conference of Faculty Representatives, the Big Ten, (January 1929) congratulating the North Central on its work for athletics, endorsing our standards as being the same in substance as Conference standards, and pledging the Conference not to schedule games with institutions under discipline by the North Central for violating standards. In 1930 we approved the revised organization and administrative procedure of the Rocky Mountain Faculty Athletic Conference and commended its North Central members for favorable consideration by the Board of Review so far as conformity to athletic standards is concerned. In this same year favorable mention was made of the Illinois Intercollegiate Athletic Conference, the Mid-West Intercollegiate Ath-

letic Conference, and The Iowa Intercollegiate Athletic Conference.

The developing policy of the North Central with respect to conferences is clear. It appears that the Commission is not willing to delegate entirely to conferences the business of getting North Central reports and making inspections covering these reports. Neither is it willing to delegate final decision on conformity to standards. It also appears that the Commission is perfectly willing and considers it highly important to enter into close coöperative relations and to exchange confidences with approved conferences. The effect of such relations has been a mutual recognition of actions taken on matters of common interest and particularly in regard to violation of standards. The recognition given by one body to the other has been in each case appropriate to the powers and functions of the North Central on the one hand and a conference on the other. Strong conference administration by the more than thirty conferences in our territory would greatly strengthen our work. As matters stand now, most of the conferences do not function as a part of the administrative machinery of education. They are rather game scheduling organizations.

During the year conferences have made considerable progress. In December, 1930 the Missouri Valley Intercollegiate Athletic Association, the Big Six, took the following action attested by S. W. Reaves, Secretary:

"It was voted that the Conference adopt a resolution endorsing the athletic standards of the North Central Association and agrees not to schedule contests with an institution which has been dropped from the accredited list because

¹ This report was made to the Commission on Institutions of Higher Learning at the time of the Annual Meeting in Chicago, March, 1931.—The Editor.

of violation of or failure to abide by these athletic standards." The Conference seeks approval by the North Central. Under date of January 14, 1931 the Secretary states that our Model Resolution was not in his hands at the time the above action was taken. He submits the action with statement that "the substance of the resolution" was formally adopted. The Resolution itself will be presented to the Conference March 27. Institutions in this conference are Iowa State, Nebraska, Kansas, Kansas State, Missouri, and Oklahoma.

On February 27, J. E. Davis, representing the Missouri College Athletic Union, informed your Committee that the Union has adopted our Model Resolution. He submitted the resolution bearing the attested original signatures of representatives of the eight member institutions: Central, Culver Stockton, Drury, School of Mines, Missouri Valley, Tarkio, Westminster, William Jewell.

December 30, 1930, M. Skurdalsvold, Secretary of the Minnesota Intercollegiate Athletic Conference, submitted our Model Resolution bearing original signatures of the faculty representatives of the member institutions: Augustburg, Concordia, Gustavus Adolphus, Hamline, Macalester, St. John's, St. Olaf, St. Thomas.

Your Committee has received official notice from George W. Bryant, Secretary of the Mid-West Intercollegiate Athletic Conference, that the Conference, December 6, 1930, adopted the following resolution:

"That no member of this Conference will hold athletic relations with any institution within the area of the North Central Association which be dropped by their Conference for failure to abide by conference regulations or which may be dropped from the accredited list of the North Central Association because

of violation of or failure to fulfill athletic standards."

The Mid-West had previously approved North Central Standards. Member institutions are Beloit, Coe, Carleton, Cornell, Knox, Lawrence, Monmouth, Ripon.

The Central Intercollegiate Athletic Conference (Kansas) November 5, 1930 adopted a new constitution, by-laws, and eligibility rules, and submitted them to your Committee. March 12, R. L. Parker, President, informed us that the presidents of conference institutions had signed a petition for approval by the North Central. The petition is based on the formal approval of North Central Standards.

January 7, G. E. Gauthier, Secretary of the Buckeye Conference, writing by authority of the Conference, formally requested the North Central to "appoint a man each year to visit our schools and turn in a report to me, which will be taken up by the Conference. We desire this so that the Buckeye Conference may carry out ideals and ethics in intercollegiate contests. That is the primary reason for our organization. I hope you will bring this to the attention of the Association and work with us in this matter as it is our opinion that it is the only logical way that a definite improvement can be made in our inter-collegiate athletics." Under date of March 5, Mr. Gauthier writes, "I have studied the Model Resolution and am sure we can endorse it in all our schools. We may have to make some minor changes in our schools, but almost everyone in our Conference is now conducting athletics according to the Resolution." Institutions in the Buckeye Conference are Ohio Wesleyan, Ohio University, Wittenberg, Denison, De Pauw, Wabash, Miami.

With respect to conferences it may be said that the North Central is interested in policies and rules which indicate institutional aims and administrative proced-

ures. We have in mind the eligibility of institutions for admission to the list of approved institutions rather than the eligibility of athletes to the list of competitors. We also emphasize the value of the resolution not to schedule with offending institutions.

It is the policy of the North Central to work with conferences in areas of mutual interest and in all respects to seek and give support to good ideals and practices in intercollegiate athletics. Dealing with two hundred and seventy-nine institutions in twenty states, touching many delicate and explosive situations at the heart of an institution's administration and program, its public relations and its constituency working in an atmosphere that is reverberant with plans for reform, retrenchment, and expansion, it is obvious that we should confine our attention in setting up and applying standards to irreducible essentials. Such things are good institutional administration, academic and financial, for physical education and athletics; honesty; amateurism; sense of proportion in educational emphasis; freedom from proselyting and recruiting as part of an institution's program; institutional independence or self-control. Concerning these things we are in substantial agreement, and from them we should not be diverted by attempts to enforce untested procedures which properly invite the attention of individual institutions and of conferences. Our standards are set up to secure an ever wider practice of these commonly accepted forms of right conduct. It is also true that our Association may well be an open forum in which new plans may be presented and experiments reported.

With respect to our relations to conferences, an interesting and important point is raised by Northwestern University. On February 22 Professor O. F. Long wrote our inspectors: "During this week we have come to feel—it may

prove erroneously—that one of the underlying purposes of the investigation is a desire to place the North Central Association in the position at present occupied by the Inter-collegiate Conference as regard the control of athletics. Consequently we feel that it will be inadvisable for us to coöperate further in the present examination at Northwestern until the Intercollegiate Conference has had an opportunity to consider the general question and to advise us of its wishes."

An interesting suggestion comes from one of our great state universities. It is presented by the institution's faculty representative in the Missouri Valley Intercollegiate Athletic Association. He proposes a great conference conclave or a series of regional conclaves for the purpose of putting conferences in proper relation to an educational program and for dealing with the problem of recruiting which is present in all parts of our territory and which, therefore, requires concerted attention and action.

Since 1926 many ideas on athletics have been presented to us. An interesting point of view is expressed in a college survey recently published. "While intercollegiate athletics are not necessary and do not have any bearing on the quality of college work or the worth of an institution, yet the general public and prospective students are inclined to judge colleges by the success or reputation of their athletic teams. If a team is entered in competition it is important that a creditable showing in every contest played be made." With the latter part of the statement most of you will agree. But we cannot agree that intercollegiate athletics have no bearing either on the quality of college work or on the general worth of an institution. In fact the assumption that intercollegiate athletics do influence educational quality and institutional worth underlies the North Central's interest in athletics. This

Association is interested in academic matters, in the eligibility of teachers for faculty membership, and in the material means for good teaching? Then why bother ourselves with "outside activities"? Why venture from a safe and secluded academic retreat to regulate intercollegiate athletic contests when we would not think of endangering our lives by attempting to regulate the warfare of racketeering gangs? Such questions serve a useful purpose. They give you an opportunity to make a declaration or reaffirmation of faith. A first article of faith is that the North Central should mind its own business. It should know what that business is. Mind that and nothing else. Meddlesome Matties court trouble. So ends their experience in courting.

What is our business? The North Central assumes no authority to control anything except its own policies. Such authority as it has arises from voluntary acceptance of its program. Membership comes by the initiative of individual institutions. The object of the Association is clearly stated in Article II of the Constitution. There it is stated, "All decisions of the Association bearing on the policy and management of secondary schools and institutions of higher education are understood to be advisory in their character." Article III states that any high school or college on being approved as conforming to standards shall be admitted to membership on payment of dues, and on being admitted may be dropped for failure to conform. The Association carries no "black list." Just so a church carries no list of people who are not members. The approved list is published and open to such use as any one may care to make of it. Standards are prepared by the Commissions on secondary and higher education. These standards must be met by institutions "seeking the approval of the Association." The standards have always re-

quired the material means and personnel for good education. They are conceived to be minimum standards. Standards have also required the atmosphere, spirit, or morale in which good teaching may be done. "Tone and atmosphere must be satisfactory."

The records of the Association show that from 1895 to 1900, the first five years of the Association's life, under the leadership of such men as Angell of Michigan, Holgate of Northwestern, Harper and Judson of Chicago, Draper of Illinois, Jesse of Missouri, Chaplin of Washington, Carman of Lewis, Shaefer of Iowa, and Ford of Minnesota, athletics were conceived to be within the range of the Association's interest. Before the present athletic standards were adopted, a university was dropped from membership for athletic practices and administrative methods which were judged to make "tone and atmosphere" undesirable. The preamble of our present standards on athletics clearly states, "the academic, health, and character interests of student bodies as a whole are paramount; and athletic activities and standards which fail to contribute to these general interests must be changed by adopting a standard of rules and principles which will tend to effectively secure for our institutions a condition in which the athletic program becomes an essential and coördinate feature of the general educational program. The tone of athletics must be in harmony with the general tone required for accrediting an institution."

The first article of our reaffirmed faith is that we should know our business and mind it. The second is, "Athletics are not properly an 'outside' activity. They are a part of the educational function of an institution. As such they should be articulated with the whole program of the institution."

Athletics as an "outside" activity is the very thing we should discredit. Ath-

letics as an integral part of a constructive campus-wide educational program, is the thing we seek to promote and approve. Acceptance of any other view does violence to any sound theory of education and also does violence to charters of endowed institutions and enabling legislative acts of public institutions—charters and acts which quite uniformly confine governing boards to the discharge of educational functions and certainly make no provision for "outside" activities.

Granting, as we apparently must, that the whole program for physical education, intramural and intercollegiate athletics has an educational function and on that ground only may be incorporated in the administrative procedure of an institution, it becomes apparent that sooner or later and in one way or another we shall have to face and answer this question, "Is the program for physical education and athletics a part of the teaching function of a college?" With respect to physical education the question has point and is more easily answered. It will be more difficult to state what, if any, relation intramural and intercollegiate athletics have to the general teaching function. Directors of glee clubs, choirs, bands, and dramatic organizations are more and more secure in their places as a part of the instructional staff. Also, the work that students do under their direction tends to become more perfectly integrated with curricular activities. Practice in regard to allowing credits for such work vary, but in nearly every institution the question of credit presses for solution. Beginnings are made by allowing credit in the number of extra-academic credits allowed or required for graduation. Here and there advances are made by allowing academic credits. All this is in response to a situation pointed out by John Erskine, who argues the case for music. He says that colleges are prone to allow large credit for

theory and history of music and for everything connected with music except the practice of instrumental or vocal music. All about us arise distinguished exponents of the idea that colleges should devise ways and means of allowing credit for doing things. It may, therefore, be that there are in our midst some still unknown prophets who foresee the time when athletics will be established and recognized both as a part of the educational and teaching function of an institution and will also be recognized for credit. In future years the North Central may listen to reports first on the advisability and next on the nature and amount of credit to be granted not for the theory but for the practice of athletics.

Turning to matters which are less speculative, it is already recognized that certain distinguished and many undistinguished coaches are doing some of the best teaching. It is clear that a coach may be a distinguished teacher. Having established coaches as members of the faculty, we are fast approaching the time when professional standards for coaches will be set up and administered. As a faculty member and teacher, the coach should certainly be a man whose professional qualifications are perfectly definite, and whose character, ability, and comprehension of the college program as a whole fits him for the fellowship of labor on a college faculty.

You are reminded that a year ago your conception of the work of this committee was indicated by the fact that you changed the name of this committee from Committee on Athletics to Committee on Physical Education and Athletics. Our numerous and widespread contacts with colleges this year convince us that courses in physical education require the most serious attention of our institutions. The demand for courses in physical education is apparently increasing. Many of the young men who

participate with success in intercollegiate contests leave college to serve as teachers and coaches in high schools. A number of states are now requiring special training in physical education of those who serve high schools as coaches of athletic teams. For this reason, and because colleges are more and more aware of the need in this field, many courses in physical education are being developed; and new courses and departments are being established. Here and there departments are becoming schools of physical education. It is, therefore, appropriate to say to you that our member institutions should give painstaking attention to the organization and conduct of all courses in physical education. Already there is reason to feel that men who are primarily coaches, and who are without any special training in physical education, and who are also without any intelligent comprehension of the whole program of a college, are outlining and conducting credit courses in physical education. This practice is in itself reprehensible, and the more so because such courses are occasionally used by coaches as a curricular resting place for athletes. To so organize and use courses in physical education is certainly very much beneath the ideals of the North Central Association.

The need of high schools for trained coaches is very great. Aside from the fact that these high school coaches should be well grounded in the elements of physical education, there is also a need for training in the principles and practice of coaching. Some well conceived and honest attempts to conduct coaching schools have been instituted. Other ventures have been loosely organized and illustriously led by men with famous names. The money needed to maintain these coaching schools has been surprisingly great in amount and has been largely used as a tribute to the great fame of the leaders. The school itself

has sometimes been used as a means, not of training coaches, but of recruiting players.

Having presented to you a brief history of our work since 1926 and some general impressions resulting from our contacts in various parts of our territory, and before presenting a brief summary of what we have actually done during the year, it may be well to call your attention to the place of this committee in the organization of your work. You are reminded that the committee was constituted to draw up standards and later was instructed to make a study of intercollegiate athletic conferences with the idea that a list of accredited conferences might be established. This instruction to your committee has never been rescinded. However, as hitherto pointed out in this report, your practice has not gone to the full extent of accrediting conferences as originally suggested. Your reasons for reservation in this matter have been clearly stated in your discussions and are reflected in earlier parts of this report and in our report to you last year. Your committee, therefore, is actually functioning as a committee on standards for athletics and physical education, and as a committee charged with responsibility for coöperating with and securing the coöperation of intercollegiate athletic conferences. Your committee has also served you in the matter of budgeting and determining the expenditure of the grant of \$10,000 from the Carnegie Corporation for the support of our work. This money has been largely used to pay the expense of the inspectors who have visited institutions to check up on the physical education and athletic sections of the regular triennial reports required this year from all members institutions in West Virginia, Ohio, Illinois, and Minnesota. Dr. W. J. Monilaw has served as chief inspector and other inspectors have turned in their reports to him, and from him

have come to the Committee. Dr. Monilaw did much of the work in Ohio and has been assisted there by Mr. George Huff and Dr. George A. Works of the University of Chicago, Prof. W. H. Husband of Ohio Wesleyan has made the inspections in West Virginia. Prof. B. L. Stradley of Ohio State University, Prof. C. W. Savage of Oberlin College, Prof. Geo. W. Bryant of Coe College, and Mr. T. N. Metcalf, director of Physical Education and Athletics at Iowa State, have made inspection in Illinois. Mr. C. W. Whitten has made all inspections in Minnesota. On the basis of his early work in Ohio Dr. Monilaw has devised complete forms for keeping all information which will throw any light on the conduct of physical education and intercollegiate athletics. Inspectors have been generously received by institutions; and, of course, no inspections have been made without prior notice of the inspector's coming and receipt of word that his presence would be welcomed on the campus. Inspectors have worked diligently, honestly, and fairly; and have proceeded with the idea that their function is to help our institutions to fulfill their expressed desire to realize certain ideals and standards in physical education and athletics.

In appreciation of the services of our inspectors a number of college presidents and one important athletic conference have requested the permanent service of a man to whom member institutions might go for assistance in solving problems of physical education and intercollegiate athletics, and who might be called upon to visit institutions if occasion should arise when his presence would be helpful.

Your attention is particularly called to the fact that your committee has no authority whatever in the matter of applying standards to institutions. All inspections are made by authority of the Commission on Higher Education or by

authority of the Board of Review acting for the Commission. All recommendations coming to the Commission are from the Board of Review and are based on the Board's study of reports placed in its hands by the Committee on Athletics. The Board itself considers the entire institution and its conformity to all standards including, of course, those which especially pertain to athletics.

RECOMMENDATION

1. It is recommended that we recognize with approval the actions as set forth in the 1931 report of the Committee on Physical Education and Athletics of the Missouri Valley Intercollegiate Athletic Association, the Missouri College Athletic Union, the Minnesota Intercollegiate Athletic Conference, the Central Intercollegiate Athletic Conference, and the Mid-West Intercollegiate Athletic Conference, and that the North Central Association agrees to coöperate with these conferences, and that the North Central hereby records its belief that coöperation between the Conferences and the Association will strengthen the administration of standards to which we are committed.

H. M. GAGE
T. N. METCALF
C. W. SAVAGE
GEORGE F. ZOOK
R. J. GILMORE

SUPPLEMENTARY STATEMENT

When the report of the Commission on Institutions of Higher Education was made to the Association, the Chairman of the Committee on Athletics made the following statements:

1. There are ninety-two (92) North Central Institutions in West Virginia, Ohio, Iowa, and Minnesota, from which triennial reports were required this year. Inspections covering that section of the triennial report which deals with athletics were made in fifty-two (52) repre-

entative institutions in the four states named. Inspections are necessary and valuable because many matters can not be made entirely clear in a report. Furthermore, much valuable supplementary information may be collected. Beyond the purpose of assuring ourselves as to an immediate conformity with standards, we have in mind the collection of information which will eventually serve as a basis for a report giving a rather complete picture of the condition of physical education and athletics in our entire territory.

2. Previous to this year the Association had given approval to two conferences, the Intercollegiate Athletic Conference of Faculty Representatives (Big Ten) and the Rocky Mountain Faculty Athletic Conference. These two conferences with those approved this year constitute the list of conferences with which the North Central is in coöperative relations. Approval of a conference means

that the North Central Association will so far as possible, that is so far as the conference is willing and in so far as it is organized for action, work through the conference; without, however, relieving an individual conference institution in the last analysis from direct responsibility to the North Central for the fulfillment of North Central standards. Furthermore, the North Central must depend on conferences for recognition of North Central decisions in making a schedule of games.

3. The fact that North Central has not acted in approval of a conference in no way indicates that any particular conference is not worthy of approval. It rather indicates that time is required for the Association to get in touch with conferences and for conferences to organize themselves for coöperative relations with the North Central by adoption of the model resolution.

ATHLETIC STANDARDS AND MODEL RESOLUTION FOR ATHLETIC CONFERENCES

WHEREAS, The North Central Association of Colleges and Secondary Schools has adopted the following standards of athletic ethics and control:

PREAMBLE

The academic, health, and character interests of student bodies as a whole are paramount; and athletic activities and standards which fail to contribute to these general interests must be changed by adopting a standard of rules and principles which will tend to effectively secure for our institutions a condition in which the athletic program becomes an essential and coördinate feature of the general educational program. The tone of athletics must be in harmony with the general tone required for accrediting an institution.

STANDARDS

- (1) Final decision in all matters of athletic policy shall rest with the faculty or with administrative officers representing the faculty.
- (2) Academic requirements and assignments of scholarships, students aid funds, and remunerative employment for students shall be immediately and finally controlled by the faculty, acting directly or through its regularly constituted officers or committees, without discrimination either in favor of or against athletes.
- (3) Payments of money to students for services as athletes, hiring athletes or the equivalent of such procedure, and maintenance of free training tables are not permissible.
- (4) Personal solicitation of prospective students by athletic coaches through

the offering of any such special inducements as are indicated in Section 3 above is not permissible.

(5) Coaches should be regularly constituted members of the faculty, fully responsible to the administration.

(6) Faculties should control and keep within reasonable limits the amount of time devoted to athletics. This refers to hours of daily practice as well as to the number of contests and length of trips, or any other athletic requirement which detracts from academic efficiency

(7) Athletic conditions should be normal and stabilized, and tenure of office on approximately the same basis as in other departments; and, where this is the case, salaries of coaches should be commensurate with salaries paid to men of equal rank in other departments, and should be paid directly by the institution.

(8) All athletic funds shall be either regularly audited by or directly handled and disbursed by the institution's business office. All athletic expenditures should be included in the institution's budget.

AND WHEREAS, careful investigation has shown that the members of.....are conducting their athletic program in conformity with these principles;

BE IT THEREFORE RESOLVED that hereby endorses the athletic requirement set up by the North Central Association of Colleges and Secondary Schools; and

FURTHERMORE, that we pledge that all members of this Conference will be required to observe the North Central standards which are hereby made a part of the conference regulations, and that no member of this conference will hold athletic relations with any institution in the area of the North Central Association which may be dropped from the Conference for failure to abide by these regulations or which for the same reasons may be dropped from the accredited list of that Association because of violation of or failure to fulfill the aforementioned athletic standards.

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Name of Conference

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Date

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Official

Approved

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By

Who is to Control Athletics in the Conference Universities?

By WALTER DILL SCOTT, /PRESIDENT
NORTHWESTERN UNIVERSITY

The question has arisen as to whether the North Central Association should extend its authority so as to assume control of intercollegiate athletics within the universities constituting the Intercollegiate Conference of Faculty Representatives.

The relationships between the North Central Association of Colleges and Secondary Schools and the Intercollegiate Conference of Faculty Representatives cannot be fully comprehended without some reference to the history of each.

The call for the organization meeting of the North Central Association was sent out on December 31, 1894. It was signed by two representatives of state universities, two representatives of endowed universities, one representative of a normal school, one representative of an academy, and one representative of a high school. The organization meeting was held at Northwestern University on March 29, 1895. The universities present at this first meeting have all continued as loyal supporters of the Association. It was the purpose of the founders that there should be full representation and coöperation from all types of universities, colleges, normal schools, high schools, and academies. Northwestern University has annually been honored by membership on committees and commissions, and by election to both the vice-presidency and the presidency of the Association.

There might be some ground for debate as to whether the North Central Association or the Intercollegiate Conference is the older organization. The four university presidents who signed the call for the organization meeting of the North Central Association, together with three other university presidents who were present at the organization meeting of the Association, met in Chicago on January 11, 1895, for the purpose of considering the regulation of intercollegiate athletics. These seven presidents were quite mindful of the larger meeting that was to take place in Evanston in March, but felt that both organizations were necessary and in no way competitive. These seven university presidents considered the problem of the regulation of intercollegiate athletics in large universities as a problem which the universities must face themselves, and agreed that they could not share their responsibilities with distant institutions, with smaller colleges, normal schools, academies, or high schools. In pursuance of this belief there was organized on February 8, 1896, the Intercollegiate Conference of Faculty Representatives. This Conference is variously spoken of as The Big Ten, The Western Conference, The Western Intercollegiate Athletic Conference and The Conference Universities. None of these substitute names imply quite the same meaning as does the official name—The Intercollegiate Conference of *Faculty* Representatives. The seven universities increased the membership of the Conference to ten, but invitations were extended only to the larger universities, to

¹ Delivered before the Commission on Institutions of Higher Learning at the annual meeting of the North Central Association of Colleges and Secondary Schools at Chicago, March 19, 1931.

those in close proximity to Chicago, and to those that in general might be spoken of as the most homogeneous institutions insofar as problems connected with intercollegiate athletics are concerned. In point of age and in service to physical education and to intercollegiate athletics the Intercollegiate Conference of Faculty Representatives is possibly the most outstanding of all intercollegiate conferences. This leadership is indicated by the following:

The Conference was the first group to institute:

1. The one year residence rule
2. The three year participation rule
3. The graduate rule
4. The placing of coaches and directors on a faculty basis
5. The placing of control of athletics in the hands of the faculty
6. Conference meets for track and field athletics, swimming, wrestling, fencing, tennis and golf
7. Abolition of the training table
8. The shortening of the football schedule. (8 games, no post season)
9. The shortening of football practice (2 hr.)
10. The making of a complete study of athletic conditions in regard to proselyting and subsidizing
11. A salary agreement that coaches and directors not be paid more than heads of the departments of their respective schools (common understanding among presidents)
12. The appointing of football and basket-ball officials and the securing of a report on each official
13. The holding of educational meetings of coaches and directors in order to promote the best interests of intercollegiate athletics
14. The adoption of the summer baseball rule
15. An athletic commissioner to help enforce the rules and to promote better athletic conditions.

At the present time the Conference has a better organization for legislation, administration, inspection, adjudication and control of its ten institutions than has the North Central Association. We, as an Association, are justified in placing our faith in the future dependability of a Conference with such a distinguished

career. I am quite willing to concede that the other twenty-nine conferences within the North Central area are, and will become, equally dependable.

Historically the North Central Association and the Intercollegiate Conference have been in complete harmony as to the most practical organization for the regulation of intercollegiate athletics. Both have agreed that this responsibility should be entrusted to a relatively small group of homogeneous institutions located in the same geographical area. That this has been the attitude of the Conference is, of course, apparent. That it has been the historical attitude of the Association may be demonstrated. As evidence let me submit quotations from the reports of the last four annual meetings of the North Central Association:

The recommendation in the report of the Committee on Athletics to the Commission on Institutions of Higher Education of the North Central Association in 1927 is in part as follows:

"The committee further suggests that our ends may best be served by drawing up a list of accredited Athletic Conferences and declaration of our purpose to accept membership in good standing in any accredited athletic conference as fulfillment of all the Association's athletic requirements."

The report of the Committee on Athletics to the Commission of Higher Education in 1928 contained the following as the third recommendation:

"That a list of accredited Athletic Conferences be drawn up by this Commission, and any member institution maintaining a membership in good standing in any one or more of these accredited Athletic Conferences be considered, without further action, to be maintaining approved athletic standards."

The first paragraph of the report of the Committee on Athletics for 1929 is as follows:

"After the adoption of the report on Athletics last March it was voted to establish a committee to put the standards into operation. Standards may be applied directly to institutions or institutions may submit evidence of

membership in good standing in an accredited athletic conference. If athletic conferences can and will assume responsibility for applying our standards, the administrative duties of the Commission on Higher Education will be greatly reduced. This result is much to be desired in view of the increasing activities of the Commission."

From the report of the Committee on Athletics to the Commission of Higher Education for the year 1930 I present herewith the following significant sentences:

"To be accredited and to have its membership list fully accepted in lieu of the direct responsibility of each individual institution to our Association, a conference should adopt North Central Standards and should be organized to administer such standards, and should have some record of efficiency."

"In March, 1929, the Committee did not recommend any conference for accrediting as above defined. Our report, however, did acknowledge with approval favorable response to our overtures from the Western Intercollegiate Athletic Conference, which adopted an especially strong resolution pledging coöperation with us. Having thus exchanged confidences the North Central and the Western Conference have entered into close relations of coöperation."

"It is hoped that similar relations may be established and maintained with other conferences."

"Failure of the Committee to report on conferences generally does not mean that no conferences were good and praiseworthy at the time of our last meeting. It rather means that the Committee did not have time or means to take the preliminary steps and make the studies that are necessary to general accrediting."

"As intimated above, your Committee has been unable to do all of the work committed to it for lack of time and money."

Although these reports of the Association's Committee on Athletics express a consistent policy it should be added that many individual members of the North Central Association look with disfavor on all forms of intercollegiate athletics. Such individuals naturally see no advantage to be gained from coöperation with intercollegiate conferences, but the policy of the Association as expressed in the official minutes has not been based

on this attitude of skepticism.

From the printed records of the Association I judge that the most effective critic of the Association's policy of coöperation with conferences has been Mr. Howard J. Savage, Staff member of the Carnegie Foundation for the Advancement of Teaching.

President Carmen of the Lewis Institute has been an officer of the North Central Association for more years than any other person. He regards all intercollegiate athletics, where gate receipts are charged as at present, as at least in spirit professional. The attempts to represent them as amateur he regards as little short of subterfuge and hypocrisy.

Father Kelly, President of Loyola University, stated that quite generally intercollegiate football results in injury rather than benefit.

The official investigators of the North Central Association have stated in substance that the Intercollegiate Conference had failed, and that the North Central Association was taking over the work that previously had been done by the Intercollegiate Conference.

President Prunty is quoted, possibly falsely, as saying:

"The leadership of the North Central Association is firmly set in its decision that our colleges shall remain educational institutions and not surrender educational standards to those agencies either inside or outside colleges which are attempting to administer college athletics."

On the other hand, several distinguished members of this Association who are also members of the Intercollegiate Conference have stated that in their opinion the new policy of the North Central Association is a subtle attempt to disrupt the Conference, and to place the control of all intercollegiate athletics definitely in the hands of the North Central Association. This they regard in reality as an attempt to bring the control of intercollegiate athletics into the hands of those who are not interested in rais-

ing the standards of intercollegiate athletics, but who desire to see them abolished.

These personal references are justifiable only because I desire to pay tribute to these distinguished and unselfish educators and to call attention to the honest differences of opinion that exist among the members of this Association.

It is also clear that the attempt to deal through conferences has made a rather large demand on time and on money. However, in the judgment of many members of this Association, these difficulties are not sufficient to justify the complete abandonment of the historic policy of the Association.

Although fully aware of the diversity of faiths and the high standing of their respective adherents, and the difficulty of working through thirty conferences, it is the profound conviction of many members that the North Central Association does not desire the downfall of the Intercollegiate, or any other, conference, nor the abolition of intercollegiate athletics. We are further convinced that the North Central Association would desire to continue its established policy of coöperation with conferences even though it should involve time and money, and that the Association would welcome practical suggestions whereby such a procedure might be carried out.

The official documents of this Association give proof that the Intercollegiate Conference is ready and willing to coöperate with this Association in the program according to which we began to credit intercollegiate athletic conferences. At the meeting of the Intercollegiate Conference of Faculty Representatives to be held in Chicago on April 18th Northwestern University will request that Conference to work out and to present to this Association a program

that may make it increasingly desirable for this Association to continue with our historic policy of coöperation with conferences.

No member of the Intercollegiate Conference would claim that its athletic problems are all solved. Probably each university has permitted a student to compete in an intercollegiate contest and later has discovered that he was ineligible. However, so far as I can judge, not one of the ten universities is attempting to conceal conditions, and all have been glad to be investigated thoroughly by our Commissioner and to have the findings presented to an impartial board for adjudication. We believe that no facts can be discovered by investigators unfamiliar with local conditions which facts had not been previously discovered by our Commissioner. Several of the Conference universities feel that it is undesirable to be inspected by individuals unfamiliar with local conditions, and to have the findings presented to a Board of Review on which there is not a majority in direct contact with athletics at the Conference universities. This is particularly true if that Board has power to inflict punishment.

It is my purpose in appearing before the Commission on Institutions of Higher Learning at this time to urge in the name of a charter member a reconsideration before further steps are taken to enforce a program that might possibly displace the Intercollegiate Conference from its position of leadership and also to urge upon this Commission the desirability of utilizing to the fullest possible extent the Intercollegiate Conference and all similar conferences in the North Central area in raising the standards of intercollegiate athletics.

WALTER DILL SCOTT.

Improvement of Accrediting Procedures¹

Part I. Introductory Statement

By PRESIDENT L. D. COFFMAN
UNIVERSITY OF MINNESOTA

The standards which the North Central Association has used as a basis for judging the colleges, have served a useful purpose. They have helped in ways which do not need to be recounted here in improving the colleges of this area. And they are still doing this, but their influence is on the decline. Formulated and announced in the days when the opinions of men in high position carried much weight, they were accepted and rigorously administered much as if they were of the holy writ. Gradually, however, we began to question the opinions of men in high positions; we even dared to subject their opinions to scientific scrutiny and we learned that many of them would not bear examination. Furthermore, we found that the standards had formalizing and routinizing effects upon the colleges that were not altogether wholesome.

Out of the growing welter of unrest there emerged the opinion that we should make a careful study of the standards we were imposing upon the colleges with the thought of improving them and of determining upon new ones, for it is an obvious fact that a number of factors that were either not known or were lightly considered twenty years ago now deeply influence the tone, atmosphere, quality and general effectiveness of every higher institution of learning. It was our thought that these could be stated and studied and new principles formulated.

¹ These papers were delivered before the Commission on Institutions of Higher Education at the time of the annual meeting in Chicago, March 1931.—The Editor.

Consequently the North Central Association voted last year to tax each of the colleges in the Association an additional annual fee of \$25 with the understanding that this money would, subject of course to the will of the Association, be available for the conduct of these studies. A committee on standards was appointed. It consisted of

- Chancellor S. P. Capen, University of Buffalo, Buffalo, New York
- Dr. W. W. Charters, Ohio State University, Columbus, Ohio
- President Donald J. Cowling, Carleton College, Northfield, Minnesota
- Father A. C. Fox, John Carroll University, Cleveland, Ohio
- President H. M. Gage, Coe College, Cedar Rapids, Iowa
- Dr. Charles H. Judd, University of Chicago, Chicago, Illinois
- President O. R. Latham, Iowa State Teachers College, Cedar Falls, Iowa
- President W. P. Morgan, Western Illinois State Teachers College, Macomb, Illinois
- Dr. P. C. Packer, University of Iowa, Iowa City, Iowa
- Dean Ellis B. Stouffer, University of Kansas, Lawrence, Kansas
- Dr. Henry Suzzalo, c/o National Advisory Committee on Education, 26 Jackson Place, Washington, D. C.
- President E. H. Wilkins, Oberlin College, Oberlin, Ohio
- President James M. Wood, Stephens College, Columbia, Missouri
- President George F. Zook, University of Akron, Akron, Ohio, Secretary of the Committee

President L. D. Coffman, University of Minnesota, Minneapolis, Minnesota

This committee was appointed with power to proceed with the studies.

This general committee decided it needed the services of experts with a considerable amount of free time and appointed a subcommittee on ways and means, consisting of

Dean M. E. Haggerty, University of Minnesota

Dr. Floyd W. Reeves, University of Chicago

Dr. Arthur J. Klein, Ohio State University

President Homer P. Rainey, Franklin College

Dean D. H. Gardner, University of Akron

with the understanding that this committee would make a preliminary survey of the problem. The report of this subcommittee will be made in a few minutes by Dean Haggerty, its chairman.

Meantime it became clear that an adequate and satisfactory study of the problem would call for additional funds. Consequently a committee, consisting of President Zook, President Gage, and myself, approached the representatives of the General Education Board of New York City with the view of obtaining such a gift. One meeting was held in New York City and another in Chicago. At the Chicago meeting we had Dean Haggerty present with our committee and the representatives of the General Education Board. He presented most effectively the experiences and conclusions the sub-committee on ways and means had reached in visiting colleges. His presentation of the problem helped materially in securing the funds we desired. But I think it is safe to say that the persuasive powers and convincing eloquence of Presidents Zook and Gage finally did the business. These men did not exactly picture a new collegiate millennium but they went as far as their

reputations for truth and veracity would permit them to go, and when you bear in mind that they belong to that species of academic animal who is not supposed to tell the truth you will understand that no matter how far they went their consciences weren't disturbed.

At any rate the General Education Board was convinced of the importance and value of our project and on January 27, 1931, voted to provide sums in the following amounts, beginning July 1, 1931:

First year.....	\$ 35,000
Second year..	25,000
Third year....	25,000
Fourth year..	15,000
Fifth year.....	10,000

TOTAL\$110,000

This appropriation was made on the assumption that the North Central Association itself would continue its allotment of \$5,000 a year for each of the next five years, thus making available for this project the sum of \$135,000.

There are certain points that were made with great clearness and some emphasis when our agreements for this study were presented to the General Education Board. I wish merely to mention them upon this occasion partly for the purpose of making our record complete and partly in the hope that by recording them here and in this way they will be kept in mind during the five years our study is under way. These points are:

1. That various standards or criteria now used as a basis for judging colleges shall, insofar as time and money will permit, be examined and tested.
2. That new standards or criteria that give increasing consideration to the qualitative factors and forces that determine the real essence or nature of a higher institution of learning shall be discovered, if possible, and formulated.

3. That we should look forward to the formulation of flexible standards of excellence rather than to standards that shall be applied uniformly and that limit or destroy initiative and experiment.

4. That in our attempt to arrive at such standards or criteria a few rather than many problems shall be carefully studied and tested.

When we learned of the grant by the General Education Board a meeting of the Committee on Standards was called and held in Chicago on March 8, 1931. Dean Haggerty, Professor Reeves, and President Rainey were invited to attend. They presented their preliminary report. It showed the result of many weeks of

thoughtful study and the subcommittee was warmly commended for its efforts.

The one thing that now remains to be done is to appoint a committee which shall carry out our investigations during the next five years. Your Committee on Standards has as yet no recommendations to make with regard to this matter; it desires to wait until the secretaryship of the Association for this next year has been filled, for it must be obvious that the secretary of the Association and the director of this study must work in the closest coöperation. As soon as the secretaryship has been determined upon, then we shall be ready to proceed with the investigation. Meantime we covet your indulgence and continued confidence.

Part II. The Report of the Research Staff

BY DEAN M. E. HAGGERTY, CHAIRMAN
UNIVERSITY OF MINNESOTA

At a meeting of the Sub-committee on Ways and Means of the Committee on the Revision of Standards of College Accrediting held in Chicago on May 20, 1930, a committee was appointed for the purpose of making a preliminary study of a small group of colleges with a view to setting up a comprehensive program of investigation looking toward the revision of standards. The Committee, which hereafter in this report will be called the Research Staff, was composed of the following persons: Dean Donfred H. Gardner, University of Akron; Dr. Arthur J. Klein, Ohio State University; President Homer P. Rainey, Franklin College; Dr. Floyd W. Reeves, University of Chicago; and Dean Melvin E. Haggerty, University of Minnesota, chairman. This staff has prepared and presented to the Committee on the Revision of Standards a detailed report of its activities together with suggestions for the further development of the in-

vestigation now made possible by the grant from the General Education Board. The report comprises, in addition to a review of activities, suggestions covering the following matters: procedures in accrediting; a program for the further investigation; suggestions as to possible criteria of faculty competence, student management, institutional purposes, institutional administration, and a variety of other items. It is believed that this report marks distinct progress in the investigation and that some of the lines of future work are well marked out. It seems appropriate on this occasion to telescope this longer report and to emphasize certain principles essential to a fruitful continuation of the work thus far accomplished.

ACTIVITIES OF THE RESEARCH STAFF

It appeared desirable to confine the initial study of institutions to a group more or less homogeneous in character.

The institutions accredited by the North Central Association fall roughly into the following classes: 1. Four-year liberal arts colleges, 2. Large state universities, 3. Large endowed universities, 4. Teachers colleges and normal schools, 5. Junior colleges, 6. Special and technical institutions. As the initial step it appeared a simpler process to attempt the formulation of new accrediting procedures for one of the groups indicated above. Could satisfactory methods be worked out for a single group the second step would be to study these methods for the purpose of adapting them to institutions of other types. Inasmuch as the largest number of accredited institutions falls in the group first named above, decision was made to confine the preliminary investigation to four-year liberal arts colleges.

In selecting particular institutions some thought was given to the desirability of providing a considerable range of institutional competence. This criterion, however, was not strictly adhered to since it seemed also desirable to include a number of institutions generally accepted as of the better grade. In order to conserve the energies of the Staff and the funds of the Committee, it was further decided to choose institutions within a limited geographic area.

COLLEGE VISITS AND CONFERENCES

Beginning on November 17 visits were made to the following collegiate institutions:

DePauw University
Oberlin College
Ohio Wesleyan University
Shurtleff College
Knox College
North Central College
Joliet Junior College
LaSalle Junior College
Cedar Falls Teachers College
Kalamazoo College
Battle Creek College

Numerous conferences were held, and,

in addition to the Staff, the following persons gave of their aid and counsel on one or more occasions: President Lott D. Coffman, President Harry Gage, President George F. Zook, Mr. John Dale Russell, and President D. B. Walcott.

As a result of these visits and conferences contact was made with the officers of fifteen institutions, all of which are members of the North Central Association.

INTERVIEWS

In the later visits to institutions the procedure of the Staff became fairly well standardized. It consisted of an interview with the president of the institution at which all members of the Research Staff were present. This initial conference occupied one-half day, from nine until twelve, broken usually by a chapel period. In the interview the purpose of the investigation was explained, and the president of the institution was invited to express his judgment concerning the best procedure to be followed in the revision of the standards. The information requested directly from the president covered the following matters: the objectives of the institution being visited; the method of institutional control, involving the constitution and character of the Board of Trustees; the organization of the institution for administrative purposes. Information was also sought concerning the matter of endowment and other forms of income; procedures in investing funds; preparation of the budget; purchasing of materials; and the accounting and auditing of all funds. The president was also asked to explain the organization of the institution for educational purposes, such as the division into college and departmental units; procedures in student management; the character of the curriculum; current methods of improvement; the appointment of faculty members; the teaching load of the faculty; faculty salaries; etc.

During the interview the president was requested to provide each member of the Staff, so far as convenient, with copies of the college catalogues, reports of the president, deans, business manager, and other administrative officers, and with any other publications which would throw light upon the general character and management of the institution. Prior to this visit, copies of the North Central Association Faculty Record Blank had been forwarded to each of the institutions with the request that they be available at the time of the visit. These faculty records are now available from all the institutions from which they were requested.

During the second half day's visit the members of the Staff separated for special conferences with different administrative officers as follows: 1) business manager, 2) dean of the college, 3) registrar, 4) dean of student affairs, 5) personnel officers, 6) dean of women, and 7) other individuals who were in a position to throw important light upon the character and conduct of the institution.

Separate visits to different units of the college continued through the third half day, including visits to the library and a conference with the librarian, visits to classrooms and laboratories, and a general inspection of the plant, equipment, etc. Conferences, formal and informal, with students and faculty members were held. In many of the institutions visited it was possible to meet faculty groups either at luncheon or at a formal faculty meeting. When feasible a later conference was held with the president of the institution. The Research Staff was frequently invited to offer criticism and comments on the local institution. This, in general, was deemed inadvisable, since the rather hurried examination of the institution would not warrant giving advice. Nor was the consultation on local problems deemed a

legitimate function of the Research Staff.

Effort was made, however, to learn the attitude of the president and others in the institution toward certain new modes of college accrediting which had been formulating in the minds of the Staff during the period of visitation. As the ideas of the Staff became clarified through discussion and observation at the institutions, it became possible to state certain new proposals with a view to their applicability in the institution then being visited. In many cases the comment of the officers on the proposals proved helpful. This procedure served also to acquaint the officers of the institution with the trend of thinking concerning possible new types of accrediting procedure.

As a result of these activities certain principles emerge which, in the judgment of the Staff, should serve to guide further investigations, and which may be briefly noted here. These principles are general in character and they are presented at this time without any description of or even necessary implications as to the administrative machinery by which they would be realized in accrediting procedures. This reserve should not be interpreted to mean that such machinery has not been considered, or that the Staff does not have ideas as to possible techniques that may be employed. It rather means that we regard such principles and purposes as fundamental and the administrative setup by which they would be accomplished as more subject to variation. There are different administrative roads to the same educational goal and at this time the thing of prime importance is to clarify the ends to be attained in the accrediting of institutions of higher learning. Procedures are not unimportant but they must be kept adaptable and subservient to clearly conceived purposes distinctly educational in character.

PURPOSES IN ACCREDITING

Very early in the course of its visits to institutions the Research Staff felt a need for a statement of principles of accrediting procedures that would guide its search for usable information and attempted to write such a statement. It does not regard its efforts as entirely successful but offers them here by way of illustration of some of the problems that must be studied.

It is recognized that the purposes of accrediting institutions of higher education by the North Central Association of Colleges and Secondary Schools will be adequately served only when the methods and results of accrediting lead to certain desirable outcomes which may be stated as follows:

Guidance to Students. The stamp of accreditation by this Association should be such as will serve young men and women in the choice of an institution that will satisfactorily meet their needs in higher education. This is a matter of first importance and a determinative factor in the selection of any criteria of college excellence. Many colleges in the Association now carry in a conspicuous place in the college bulletin, at times on the front cover page, a note advertising the fact that the college is accredited by the North Central Association. Such a notice is obviously intended as a badge of respectability and a guarantee to prospective students that the college is qualified to offer a good college education. The soundness of this guarantee is obviously a responsibility of the Association.

Guidance to Institutions. Accreditation should also guide individual institutions in inter-institutional relationships such as the transfer of student credits, the conduct of student activities, the placement of college graduates, and the recruiting of college faculties.

Stimulation to Institutional Improvement. Accrediting procedures should also

stimulate the institutional members of the Association to continuing improvement. Both directly and indirectly the present standards do this to a limited extent. It appears, however, that the locus of this stimulation is largely at the borderline of institutional competence and chiefly for those colleges which hover at the threshold of acceptable status. For the vast body of institutions which stretch upward from this low level to a status of high quality the present standards, it is feared, do little. If the better colleges are to be given aid and encouragement in their efforts at self-improvement, accrediting practices must do something more than define minimal acceptable conditions. To stress, as the present practice does, the poorest possible level to which a college may fall without losing its accredited status is comparable to the practice of a public school which devotes its chief energies to its duller students. Like the gifted students, the better colleges are entitled to something more than the compliment of neglect. That high grade colleges are eager for such aid was perfectly evident to the Research Staff, time after time, during its visits to these institutions.

It is just possible that such aid would be afforded if we could write into our accrediting practices descriptions of desirable institutional ideals toward which progress can be made. Whether accrediting criteria can be written in the form here implied without detriment to other needs and in a manner at once scientifically sound and also acceptable to the Association is a matter which only the extended investigation can determine. While we have no final commitments in this matter, the possibilities are sufficiently promising that we believe they should be thoroughly explored before being rejected. Could such descriptions be satisfactorily written, they would go far to guarantee a wholesome flexibility to educational practices rather than a crystallization

upon a basis of minimal or mediocre conditions.

CONSERVING INDIVIDUALITY OF INSTITUTIONS

The procedures in accrediting should be such as will foster to the utmost the individuality of institutions. The merest common sense dictates the folly of accrediting a school of law upon standards wholly proper to a college of engineering. A medical school is a very different kind of institution from a school of commerce, and all of these have purposes at variance from the ideals proper to the traditional liberal arts college. Stated in such terms it is perfectly clear that an accrediting association can not prescribe a single set of definitive standards for all such institutions, nor does any association attempt to do so. What may not be equally apparent is that among the groups of colleges that have been the especial concern of this Association there are profound divergences in institutional purposes that should be recognized and cherished by accrediting procedures. It does not make for the improvement of higher education that they should all be crushed into a common mold. The implications of this principle become apparent if we try to conceive a set of standards that will do equal justice to all the following named institutions: Oberlin College, Purdue University, Bradley Institute, Cedar Falls Teachers College, Michigan Agricultural College, Antioch College, Battle Creek College, Lewis Institute, University of Akron, St. Cloud Teachers College, The University of Chicago, Stephens College, the University of Denver, DePauw University, The University of St. Louis, Joliet Junior College, the University of Wisconsin, Stout Institute, Knox College, the University of Michigan, and the now eager special schools of music and art.

Certain simple methods of procedure suggest themselves. We may define the

minimal criteria essential to every educational institution that seeks to be recognized as above the secondary level. Once these were agreed upon, accreditation would be refused to every applicant that did not meet them. In essence this is the principle that has brought into existence the present standards. How difficult it has been to maintain this principle with fairness and without detriment to the needed diversity in higher education is common knowledge in this Association. It is doubtful if, in the continuance of the present policy, the Association can sufficiently amend it as to mitigate its obvious injustices and prevent the lengthening years of grief already too prolonged.

As a matter of fact, the policy of a single set of standards is not entirely maintained even now. The Commission publishes a set of standards for junior colleges, and it has played hot and cold with the teachers colleges for years. It is more than a guess, also, that the Board of Review must frequently "exercise its judgment" upon situations when the available facts do not fit with nicety the required conditions of its stated standards. What, for instance, does it do with that always equivocal phrase "the equivalent" occurring in the present wording?

A second method, and one that has already appeared in the practices of the Commission, would be to devise separate standards for institutional groups. The present recognition of the junior colleges is illustrative. The teachers colleges constitute another obvious classification, as would separate schools of music. Despite the difficulty of operating so many separate sets of standards, this practice and the proposal for its extension to groups not now recognized offers certain advantages. It would make possible an enlargement and enrichment of descriptive standards. It would be possible to relieve colleges within a particular

group of requirements not inherently applicable to the purposes of that group. It would make for flexibility in institutional development, and, in the minds of many, would constitute a distinct gain over a single scale of accrediting standards.

A third possibility, however, suggests itself, and its implications are sufficiently alluring to commend it to the most earnest and painstaking study. It is based upon the perfectly clear fact that institutions can not be wholly dealt with as types. There is the widest variety among individual institutions within any of the easily definable groups. As a teachers college Stout Institute is very different from the Western State Teachers College at Kalamazoo. Even a cursory examination shows that Oberlin College has a very different set of aims, with consequent differences in faculty, student management, and equipment from what is to be found at Battle Creek College. Antioch College is only in part like Kalamazoo College or Knox College, and Ames is quite unlike the University of Chicago. As a matter of fact, within any possible class of colleges, there is probably a greater range of activity and of quality than would be found between the averages of institutional groups. This individuality of institutions, like the personality of a man, is a very precious thing in higher education, too vital a factor for American life to be sacrificed upon a program of minimal uniformity if there is any means of preventing it. In an ideal scheme of college accrediting it should be possible to give full recognition to institutional variations and to encourage the enrichment of higher education through divergence.

It is conceivable that the investigation can promote this needed recognition of institutional individuality if it can devise a method by which each institution can be accredited in terms of its own clearly defined aims and purposes. The Re-

search Staff has given extended attention to this possibility, and while it recognizes the complexities involved, it is believed that the issue should be thoroughly explored with the best available research methods before it is rejected as unworkable.

In order, however, that such a procedure should be usable, it would be necessary for many institutions to improve current methods of stating institutional purposes. Most institutions now make some pretense at defining their aims but all too frequently these are in terms too general to suggest any unique purpose for the institution giving them, and essentially remote from the curricula and the activities of the college.

Quite apart from a useful service to the investigation, which it undoubtedly would be, it is highly probable that most colleges would profit by a courageous effort to re-define their purposes, to describe their natural clientele, to relate their aims to their curricular offerings, to give evidence that the institutional aims are shared by the faculty and understood by the students and the public. Such an activity would be an unwonted exercise for most faculties and it would probably result in the crushing of many happy academic illusions. That it would revitalize faculty thinking about educational matters there can be little doubt.

TERMINOLOGY

It has occurred to the Staff that the purpose of the Association in accrediting colleges would be advanced if it ceased to use the word *standard* in its procedures. Unfortunately certain connotations have grown up about this term that are at variance with good educational administration. Rightly or wrongly the word *standard* has become associated with uniformity and in some quarters is looked upon as the enemy of educational experiment, variety, and progress. It is but a step from this concept to that of

mediocrity, and the phrase "uniform mediocrity" describes to many persons the inevitable results of "standardization." It may be assumed that the Association would be unwilling to accept such issue as the fulfillment of its aims in accrediting. It seems appropriate that the Association declare its larger purposes by dropping the word *standard* from its discussions.

The choice of a term in place of standard is not easy of determination. As one such substitute it is suggested that the phrase *criteria of excellence* might be employed. Such a term does not imply absolute virtue in any criterion of quality, it suggests degrees of excellence, and makes possible a quantitative statement of institutional competence.

ITEMS FOR CRITERIA

The Research Staff does not at this time feel competent to indicate the form in which accrediting criteria may best be stated nor even to name with any degree of exactness the specific items which must ultimately be included. It may be suggested, however, that the items in the following list must all be studied with a view to their utilization in a final comprehensive statement.

1. Objectives
2. Faculty
3. Curriculum
4. Instruction
5. Library
6. Educational equipment
7. Organization
8. Control
9. Administration
10. Physical plant
11. Finance — support and control
12. Business management
13. Records
14. Admissions
15. Student discipline
16. Health Service
17. Extra-curricular activities
18. Living conditions
19. Student-finance — loans, etc.
20. Vocational guidance
21. Social activities of students
22. Individual problems of students

23. Collection and use of personnel data
24. Administration of student management
25. Athletics
26. Extension — correspondence — night sessions
27. Summer sessions
28. Evaluation of product of institution
29. Tone of institution
30. General standards

METHODS OF INVESTIGATION

The ultimate success of the pending investigation will depend upon two factors, the inherent scientific soundness of the study as it develops and the degree to which the member institutions share its purposes, its plans, and results. As to the first, the responsibility will fall upon your Committee on the Revision of Standards and upon those whom it calls to its aid and service. In the degree to which they are able to devise and to apply effective methods of educational research, we may expect fruitful issue in enlarged knowledge about what constitutes soundness in higher education. The situation calls for a variety of research procedures. The problems are varied and the whole repertoire of the experimentalists' paraphernalia will be taxed to furnish adequate instruments of research for the varied issues that will arise.

Details may now be deferred, but it may be appropriate to clarify one matter. The investigation is not a survey, and the methods of the survey will be inadequate to the present purpose. To be sure, it will be necessary to collect facts, at times to secure them in great detail, at other times comprehensively, but these facts will not be collected for the sake of deriving a judgment about any single institution. Not the facts themselves, nor the institutions themselves, but the meaning of facts in terms of educational competence is the goal of the study. At once when you raise the question of factual implications, you pass beyond the usual survey procedures into more profound methods of educational research and it is in this region that the

major concerns of the investigation lie.

It should be obvious, also, that the procedures usual to committee deliberations and report will not suffice to solve the present issues. Valuable as such methods may be for certain purposes, they can be of genuine service here only when essential facts have been derived through more active methods of research and when the basic relationships of facts have been demonstrated through rigid statistical and experimental methods of study. The Director of the study and his staff must be competent to employ such methods and the Association must prepare itself to accept the results of such investigation and to base its future procedures upon them.

INSTITUTIONS MUST SHARE IN INVESTIGATION

From the beginning a crucial share in the investigation will fall upon the institutions themselves. It will be their part to afford necessary information that will enable the investigators to evaluate proposed criteria. Some of this material can be provided by mail and in advance of the investigators' visits to the institutions. Other material must be collected by persons who spend time on the ground. The records of the institution must be freely available and the officers of the colleges must give time and aid on crucial matters. At times the funds of the Association can be conserved if the local institution will undertake to provide the needed data at its own expense. The costs will not be great for any one institution. They would make a heavy draft upon the Association budget should it be called upon to bear them all. The satisfactory arrangement of all such details will follow as a matter of course if the

institutions are clear as to the purposes of the study, and if the institutional administration will assume a sympathetic and coöperative attitude toward the study.

There is an even more important matter for the individual institutions, however, than coöperation in the collection of data. The value of this Association derives largely from the voluntary application by individual institutions of the educational ideals generated in the common counsels of the Commission on Institutions of Higher Education. The forcible application of even the most satisfactory standards attainable has a significant but limited value. Of far greater moment is the subtle infiltration of sound educational practices fermented by the counsels of the Association into the day by day operation of individual institutions. Probably the most significant omen for the improvement of higher education in North Central Territory is the fact that in dozens of our member colleges committees and individuals are at work studying the educational problems of their own institutions, sensitive to the spreading ferment in American higher education everywhere and alert to profit by whatever may seem useful in their own situations. If the colleges are to profit by whatever smiles of good fortune shall arise from the pending investigation, they must keep sympathetically in touch with it and ease the way by which new ideas may flow unhampered into their own administration and educational practices. The investigation will need their helpful criticism along the way, and by continuing coöperation its findings will in the end have found realization in institutional practices by the time they are given formal statement in accrediting procedures.

College Entrance and Personnel Blanks¹

(Report of the Joint Committee)

By CARL G. F. FRANZEN, CHAIRMAN
SCHOOL OF EDUCATION, INDIANA UNIVERSITY

At the March, 1930, meeting of the Committee on Special Studies Mr. George Balzer, Principal of Washington High School, Milwaukee, Wisconsin, raised the question of the problem involved in obtaining and giving the information requested by various colleges and universities in regard to students who were expecting to enter the respective institutions. The Committee decided that the problem was one worth investigating and appointed Mr. Balzer and Dr. Franzen to look after the work for the Secondary Commission. The recommendation was made to the Chairman of the Secondary Commission that he ask the cooperation of the Committee on Institutions of Higher Education in appointing two members to work with Mr. Balzer and Dr. Franzen. President Gage appointed Mr. Ira Smith, Registrar of the University of Michigan, and President Clarence Green, Parsons College, Iowa. An appropriation of five hundred dollars was made to carry on the Study. Since the initiative of the project came from the Secondary Commission, it was left up to its two members to decide how the work was to be carried on. The Chairman of the Committee, Dean Maxwell, suggested that Mr. Balzer take charge of the Study, but since Mr. Balzer stated that he did not have the facilities to carry on the work, the conduct of the investigation was turned over to me. All the work of gathering and tabulating of the Commission was done at Indiana University.

On July 18 a meeting of the Committee

was held at the Stevens Hotel to decide what information was needed. Project one was to send out a letter to the registrars of all schools who were members of any one of the four major accrediting Agencies, The North Central Association of Colleges and Secondary Schools, the Association of Colleges and Secondary Schools of the Southern Association, The Association of Colleges and Secondary Schools of the Middle States and Maryland, and The Northwest Association of Secondary and Higher Schools. This letter was as follows:

To the Registrar:

At the March, 1930, meeting of the North Central Association of Colleges and Secondary Schools a joint committee was appointed by the Commission on Secondary Schools and the Commission on Institutions of Higher Education to study the problem of personnel and data blanks sent out by colleges and universities to be filled out by high school principals and others for prospective college entrants. The Study was proposed because of the great discrepancy in form and content of the blanks prepared by the various collegiate institutions. It is the intention of the committee to collect such blanks, analyze them as to format, length and content, and similarities and dissimilarities in items.

In order to assist in the prosecution of this Study the Committee is asking that you send to the undersigned all such blanks, personnel, scholastic, and any others (such as health, dormitory, etc.,) which your institution requires high school principals and others to fill out for candidates who desire to enter your institution. The results of the Study will be given at the March, 1931, meeting of the Association.

A blank is enclosed for your convenience in making any comments, suggestions or criticisms in regard to each of the blanks which you send me. Please number each blank so that it will correspond to the number on the Comment Blank.

The Committee also welcomes statements as to any changes that you are contemplating, and whether or not a committee is at work on the revision of entrance blanks. IN CASE SUCH

¹ This report was made to the Commission on Secondary Schools at the time of the Annual meeting in Chicago, March 19, 1931.—The Editor.

A COMMITTEE IS AT WORK, WILL YOU PLEASE SEND US SUCH MIMEOGRAPHED REPORTS AS HAVE BEEN SUBMITTED.

Thanking you for any coöperation which you may give us and for any other suggestions which you may care to offer in regard to the problem as a whole, I am, on behalf of the committee,

Very truly yours,
CARL G. F. FRANZEN
Professor of Secondary Education
Indiana University
Bloomington, Indiana

Project two was to make out a short concise questionnaire, namely, Form G, to be sent out by all the State Chairmen to all member Secondary Schools of the North Central Association. This was the questionnaire:

At the March, 1930, meeting of the NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS a committee was appointed to make a study of the various kinds of blanks and record forms which colleges and universities ask you to fill out for your graduates who plan to attend college. The Committee deemed it advisable to ask you, the principals of the member secondary schools of the Association, your opinions and criticisms of these blanks. Will you, then, please answer the following questionnaire and return it at your earliest convenience to

Professor Carl G. F. Franzen
Indiana University
School of Education
Bloomington, Indiana

Name of State..... Name of City.....
Name of School.....
Enrollment as of October, 1930.....
No. of June, 1930, graduates:
Boys..... Girls..... Total.....
No. going to college this fall:
Boys..... Girls..... Total.....
How many different institutions sent
you blanks to fill out?.....
For which institution did you fill out
the largest number of blanks?.....
Who fills out the blanks?.....
Approximately how much time in terms of
hours or clerical assistance is usually spent in
filling out these blanks?.....
What methods do you use to obtain the material
required to supply all the information re-
quested?.....
Which blanks do you consider of
most value?.....
Of least value?.....

Please indicate on the reverse side of this sheet such criticisms as you have to make of any of the college entrance blanks that you are required to fill out for your high school graduates.

Answers to the letter began to come in soon after it was sent out and continued until January, when final tabulation of the blanks was begun. The questionnaire specifically stated that it was to be returned to me, but in many cases it was sent to the State Chairman and then forwarded to me. The last one to be received came during the first week in February.

The report of the Study will be made in two parts. Part I deals with an analysis of the blanks received from the various institutions; Part II is an analysis of the data obtained from the questionnaire.

PART I

The question raised by Mr. Balzer, the criticisms that are to be found on the returned questionnaires, and the uncertainty among the colleges themselves as to just what kind of preliminary information they need concerning prospective college entrants are evidence that there is a certain amount of dissatisfaction on the part of all concerned. Two of the aims of the North Central Association are "First, to bring about a better acquaintance, a common sympathy, and a heartier coöperation between the colleges and secondary schools of this territory; second, to consider common educational problems and to devise the best way and means of solving them." If such a relationship is to continue, it is well worth while to consider as one of these problems the necessary function which the high school has in certifying the proper qualifications for students who wish to go to college and the corresponding function which the colleges and universities have in accepting or rejecting a recommendation from the high school. If the colleges, on the one hand, feel that they

are not getting the proper kind of information which will enable them to make a satisfactory selection of their students, and if the high schools, on the other hand, feel that the colleges are burdening them with requests for types of information difficult to procure and time consuming to prepare, it is well to analyze the situation from both points of view.

Previous studies have been made and studies are at present being made in regard to the two problems of unifying transcript blanks and obtaining necessary kinds of information. Along the first line the National Association of Secondary School Principals, the North Central Association of Colleges and Secondary Schools, the American Association of Collegiate Registrars, and State Boards of Education have each formulated and published a standardized blank that may be used by such secondary schools and such colleges as are willing to make use of it. The American Council of Education has also made a study of the problem and has published a cumulative card and a personality rating scale that are finding favor with certain schools. Francis Bradshaw has just recently published a Study on the American Council's Rating Scale in the Archives of Psychology at Columbia University. The School System of the City of Pittsburgh is experimenting with a modified form of this scheme. Mr. Clarence Linton, Secretary of Teachers College, Columbia University, is collaborating with Professor O'Rear and Mr. Kurani in behalf of the American Association of Collegiate Registrars on a study of the admission practices of some four hundred institutions of higher education.

At its annual meeting last December the Association of the Colleges and Secondary Schools of the Southern Association authorized the appointment of a Committee to analyze the odds and ends of personality rating scales that are be-

wildering the high school principal. Dr. H. H. Remmers of Purdue University is also developing a pupil rating scale to be used for high school students. All of these studies, past and present, are indicative of the interest that exists in regard to this whole coöperative proposition.

It will be impossible in this oral presentation of the Committee report to go into great detail in regard to the analysis of the various blanks sent out by colleges and universities. In so far as it is possible, we shall endeavor to show certain practices followed by colleges, the type of blanks that are most common, the elements that are common to blanks of the same type, the varying kinds of blanks, and those elements in blanks of all sorts which show the greatest divergence and individuality.

The following tables show practices in regard to the number of different kinds of blanks filled out by any one institution. These tables and any others that follow are valid only in so far as they represent the material which was received by the Committee. That not all blanks, especially those dealing with health, loan funds or scholarships and dormitory reservations, had been included was gleaned from certain statements in letters that accompanied the blanks. Other institutions sent every card or blank used in the registrar's office, including the preliminary entrance blanks and all those made out after the student had once enrolled in the institution.

In the accompanying table the institutions have been listed, first, according to the Association to which they belong, and then according to their classification as colleges and universities, teachers colleges, and junior colleges, as found in the June, 1930, issue of the NORTH CENTRAL ASSOCIATION QUARTERLY.

These blanks may be classified as follows: Admission, Recommendation, Certificate of Graduation, Health, Refer-

TABLE I
NUMBER OF BLANKS SENT BY HIGHER INSTITUTIONS
NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

<i>Number of Blanks</i>	<i>Colleges and Universities</i>	<i>Teachers Colleges</i>	<i>Junior Colleges</i>	<i>Total</i>
7	4	1	....	5
6	5	....	....	5
5	7	....	....	7
4	19	1	1	21
3	39	2	6	47
2	44	13	10	67
1	48	9	13	70
0	1	....	2	3
Total	167	26	32	225

ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS OF THE SOUTHERN ASSOCIATION

6	2	....	....	2
5	1	....	....	1
4	7	....	1	8
3	11	1	2	14
2	18	1	4	23
1	21	9	4	34
0	1	1	....	2
Total	61	12	11	84

THE ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS OF THE MIDDLE STATES
AND MARYLAND

6	2	....	....	2
5	5	....	....	5
4	3	....	....	3
3	16	....	....	16
2	11	....	....	11
1	22	....	....	22
0	1	....	....	1
Total	60	....	....	60

THE NORTHWEST ASSOCIATION OF SECONDARY AND HIGHER SCHOOLS

5	2	1	....	3
4	4	....	....	4
3	4	1	....	5
2	3	2	....	5
1	2	....	....	2
0	2	....	....	2
Total	17	4	....	21

TOTALS

7	4	1	....	5
6	9	....	....	9
5	15	1	....	16
4	33	1	2	36
3	70	4	8	82
2	76	16	14	106
1	93	18	17	128
0	5	1	2	8
Total	305	42	43	390

ence, Personnel, Personality, Employment, Room, and Loan or Scholarship applications, a total of ten. The largest combination of these blanks sent by any one school is seven. My own interpretation is that the number seven does not necessarily or actually represent the largest number of different kinds of blanks used by any one institution, because, as was stated above, there is sufficient evidence from the returns that came in last summer that the request in the form letter was partially misunderstood. If, then, any confidence is to be placed in the tabulation, it is to this effect, that at present those colleges which require a mass of detailed information for and from the prospective entrant are in the minority, so far as gross numbers are concerned. Later on it will be shown that in some of the states of the North Central Association the largest number of blanks is filled out for those universities or colleges which request the greatest amount of information. The interesting conclusion which is substantiated by the questionnaire, as well as by some of the statements from the registrars, is that approximately one-third of the total number require the use of only one blank. In addition to this group there are some schools which accept as the only requisite for entrance the blank furnished by the high schools themselves.

Since the blanks labeled Admission and Recommendation are unquestionably the ones uniformly used (the Certificate of Graduation seems to be merely another name for one or the other of these two), figures will be given to show the prevalence of use of these blanks. In the North Central Association one hundred twenty-six schools use an Application for Admission Blank, of which nine are to be changed and two are on trial. Recommendation Blanks are used by one hundred ninety-three schools, six of which are contemplating changes. One hundred twenty-three schools use both types

of blanks. In the Southern Association forty schools use the Admission Form, of which four are contemplating changes; sixty-two, the Recommendation Blank, with thirteen contemplating changes; and thirty-six use both. In the Middle Atlantic States nineteen schools use the Admission Blank; fifty-nine, the Recommendation Blank; and nineteen, both. The Northwest Association has seventeen schools using the Admission Form; seventeen, the Recommendation Blank; and sixteen, both blanks.

A total of one hundred ninety-four schools use both a blank for Admission and one for Recommendation; thirteen schools are contemplating changes in their Admission Blanks, and nineteen, in their Blanks of Recommendation. Otherwise, the opinion seems to be that present types of blanks are satisfactory. Two schools reported that they were experimenting this year with trial blanks before deciding upon a definite set or form.

As was to be expected, a considerable degree of difficulty was experienced in classifying and analyzing the various blanks that came from the colleges and universities. In many institutions the same items were asked for on blanks that bore different nomenclature. Certificates of Graduation, Applications for Admission, and Blanks of Recommendation are really identical as to their main purpose, namely, the transcript of the secondary school record of the prospective entrant, with a recommendation from the principal that the candidate is prepared for college work.

It seems that blanks entitled Application for Admission have a very close similarity to blanks of Recommendation in that much of the same type of information is asked in both. They vary all the way from a one page transcript of four years academic work to a twelve page folder that bears on every conceivable item in the applicant's life. By way of defense it may be said that the folder

type often takes the place of the separate blanks. They constitute, for many institutions, the sum total of all the information which they ask.

According to the analysis made, Certificates of Recommendation usually do not ask for as many kinds of information as do Admission Blanks. The items may be listed as follows: the applicant's name, address, and relative matters; the scholastic record; personnel information; test results; statistical information concerning the length of school year, recitation periods, textbooks, etc.; and a few miscellaneous items. The Admission Blank or Blanks listed under that heading (which tends to include those of booklet form) cover more ground. Everything under the sun can be asked for—general information concerning the applicant, intimate questions dealing with his home and family life, an educational autobiography, his college intentions, work in other schools, any previous disciplinary difficulties, participation in extra-curricular activities, avocational interests, vocational interests, financial status, health information and attitudes, list of references, information relative to residence in the college town, a signed contract, and miscellaneous items.

References or Personal Recommendations are in the form of a request for general statements in letters or in the form of check lists called personality rating scales. They are asked of the principal or superintendent, a teacher well acquainted with the applicant, classmates, friends, business men, employers, alumni, clergymen, and parents. The same items are included in the check lists that are found in those Admission Blanks that ask for personal information concerning the applicant. A total of slightly over one hundred different rubrics is found in an analysis of these lists.

The Certificate of Graduation is the simplest of the ordinary Admission Blanks. As such, it is not as frequently

used as the Admission and Recommendation forms. It contains request for the minimum amount of information that would entitle the applicant to consideration for admission to college, the applicant's name, address, etc., his school record, and the official signature of the head of the school.

The Health Certificate, to be filled in by the school or family physician, varies all the way from a simple statement to the effect that the applicant is in good health sufficient to do college work to an elaborate statement of the results of a thorough physical examination, which includes a health history of the applicant and his family, his participation in sports or exercise, the condition of eyes, ears, nose, throat, respiration, glands, blood pressure, feet, digestive and reproductive organs, and the various types of vaccination which he has undergone. The blank may be a common one for men and women or there may be a separate one for each.

Sometimes there is a blank which asks for a general impression of the applicant by the principal. This is in addition to any other kinds requested. Then there is one that asks for information of a personnel type but which is not to be classed as personality analysis. Both of these blanks completely overlap others that have already been mentioned.

Applications for Loan, Employment, or Scholarship, even though on separate blanks, ask for almost identical information, namely, the financial status of the individual, vocational expectancies, and references from responsible officials.

Applications for Rooms are not very lengthy in form and ask for only the necessary items which will enable the college officials to assist the applicant to be properly and suitably housed during his college stay.

I wish to raise one question as a conclusion to this part of the report: Is it possible that, after the student has en-

rolled in college, he is again asked for much the same type of personal information which he has already given before: for example, is not a physical examination required of all students after they have entered? If so, to what extent would there or would there not be duplication?

Tables have been prepared giving analyses of the various kinds of blanks which have been discussed, so that those who are interested in such analyses may find out the wide range and the tremendous variations that exist in the practices of those who administer entrance requirements. The minute details of these tables have not been presented in the discussion of Part I of this report because our purpose has been not so much to examine the minutiae of these blanks as to discover the classes of information that are now demanded over and above the mere transcripts of credit. That there are two schools of practice is evident from the analysis of the number of different blanks that colleges sent to the Committee, one for simplification and the other for elaboration.

Before concluding Part I, I wish to quote from letters which some of the registrars and admission officers were kind enough to send in response to my request for blanks. The purpose of these quotations is to form some parallel with the suggestions of principals in Part II. They are indicative of various types of trends which govern present day entrance conditions.

It is planned to use the personnel forms of the American Council on Education in securing additional personnel records for the 1931 entrants.

A faculty committee is to be appointed to work during the coming year on a study of the general question of entrance requirements and the correlation between the preparatory records and the achievement in College.

At the present time there is a Committee working on the proposition of a definite set of records, scholastic, athletic, social, vocational, and extra-curricular, handling on a cumulative basis (sic.) with the purpose of coöper-

ating with the colleges, particularly with our own junior college.

The Dean of Men and the Dean of Women secure personnel data from all entering students shortly after they register. We, of course, receive additional information on their registration blanks.

We do not make any large demands upon high school principals for information. We ask only, from the superintendent or principal, a record of the scholastic work of the student and on the blank we ask for a student's rating indicating that he is in the lower, middle or upper third of the class.

We ask the student to fill out a personal information blank and when he arrives he is required to take a physical test, English test and an intelligence test. We feel quite well satisfied with the results of these tests and our Freshman advisors seem to be able to handle the work of advising very satisfactorily.

I think everything should be done to simplify these blanks and to make them easy for high school principals to fill out. I think it is a burden on them to do this work.

Most of our high school transcripts come in on a uniform blank or on a blank adopted by the local high school administration. Where the record of the student is satisfactory and there are no questions to be raised regarding it, we do not send out one of our own blanks but accept the transcript as sent in, if the student is a graduate of a four-year high school course of a high school on the accredited list of the state in which the high school is located.

In preparing the enclosed blank we had in mind saving the time of the principal as far as possible and, at the same time, getting information that is very valuable to the administrative officers of our institution, particularly in the handling of freshmen.

We are enclosing herewith the material which we require of applicants for admission. This includes the formal application filled out by the student himself, a record blank for use by the high school principal for the combination record and recommendation, and personal rating sheets which are an adaptation of the rating form recommended by the Committee on Personnel Records of the American Council on Education.

PART II

Part I has dealt with the number of blanks sent to high schools and the multiplicity of the items for which information is asked of the high school principal

Part II considers the question from the other angle, namely, the problems that confront the high school administrator in fulfilling his share of the coöperation expected. The Committee had this in mind when it determined upon the make-up of the questionnaire. At its July meeting we agreed that, so far as possible, the questionnaire would be as simple as we could make it, and that, consequently, the questions should be of such a nature as to elicit the greatest and most approximately correct response from the principals. To this end we decided that it was necessary to know something of the number of individuals going to college in proportion to the high school enrollment and the different number of institutions for which principals were filling out blanks, in order that we might have some idea as to the task imposed upon the principal or his office force. In addition, we thought it advisable to find out those institutions of higher education in any state for which the high schools as a whole were filling out the largest number of blanks. Other items called for were the approximate amount of time spent in the course of the year in filling out blanks, the sources of information, the blanks which the principals consider of most and least value, and the criticisms or suggestions which the principal might have to offer in regard to certain blanks.

Since the majority of schools show a very definite relationship between the enrollment, the number of graduates, and the number of graduates who enter college in the fall, it was decided to omit any tabulations of enrollment and June graduates. It is obvious that practically all of the work connected with the filling out of College Entrance Blanks is concerned only with those who go to college. Consequently this was the only item of the three which was tabulated. It must be said, by way of explanation, that the number of graduates of any one class who go to college does not necessarily

constitute the total number of those for whom blanks are filled out. In several instances principals have stated that there were other individuals from previous graduating classes for whom they had to fill out entrance blanks. I think, however, in the main, that the picture presented as a result of the tabulation gives a fair indication of the amount of work which the colleges are asking of high school principals.

Other tabulations concern the different number of institutions for which blanks had to be filled out, the institutions to which the largest number of graduates went, the approximate amount of time spent in filling out blanks, and the nature of the criticisms or suggestions made as to the blanks which were of most or least value. Tabulations were not made of the individuals who fill out the blanks or of the sources of information, because it could be readily ascertained through an inspection of the blanks that the practice was rather uniform.

I prepared a tabulation for the convenience of the Chairmen of the various State Committees of the efficiency in regard to the extent to which the schools of the different states gave satisfactory information that dealt with the three following items: the number of graduates going to college, the number of different institutions for which blanks were filled out, and the time spent in filling out these blanks.

In order to make a comparison of the extent to which the various states replied to the different items on the questionnaire, percentages were tabulated for the following ratios: the number of returned questionnaires to the number of graduates from schools in each state; the number of returned questionnaires to the number of replies; this same number of schools to the total number of schools. (Table II) This last percentage is labeled the percentage of efficiency and is supposed to show how the different states

vary in the care and exactness with which they attempted to supply what was called for. Finally, all the states were ranked with respect to each of the three percentages and a summation found of the ranks. (Table III) According to this method of efficiency rating Indiana is found at the top. The reason for this is that I, as State Chairman, insisted that every school send in Form G. Otherwise the two states that have the highest rating are West Virginia and Wyoming, the two lowest, Montana and Arizona.

Table IV shows just how the schools in each State gave complete or incomplete answers to each of the three items that were subjected to statistical analysis. In the first column will be found

the number of replies from each school that answered all three items. The seven succeeding columns indicate the number of replies which gave various combinations or partial answers. Michigan varied the most and Montana the least, while Arizona exhibited the greatest percentage of variation.

Table V gives the totals for each of the three statistical items and the averages per state according to the number of schools that gave the information. Since all schools did not give complete information, and since all schools in each state did not send in Form G, the results hold good, naturally, only for those schools considered in the table. The average number of 1930 graduates going to col-

TABLE II
PERCENTAGES OF EFFICIENCY OF REPLIES

	No. of Schools	No. of Replies	Per Cent of Replies	No. with Sat- isfactory Data	Per Cent of These with Sat- isfactory Data	Per Cent of Efficiency	Sum of Ranks
Arizona	36	15	42	10	67	28	58
Arkansas	66	32	48	25	78	38	51
Colorado	92	51	56	43	83	47	42
Illinois	321	228	71	193	85	60	31
Indiana	103	102	99	90	88	87	5
Iowa	145	124	86	97	78	67	28
Kansas	163	130	80	106	82	65	30
Michigan	198	146	74	113	77	57	40
Minnesota	102	89	87	75	84	74	18
Missouri	126	65	52	50	77	40	51
Montana	44	12	27	10	83	23	51
Nebraska	120	78	65	59	76	49	48
New Mexico	33	22	67	18	82	55	41
North Dakota	73	58	79	50	86	68	22
Ohio	308	249	81	220	88	71	15
Oklahoma	110	89	81	68	76	62	38
South Dakota	69	50	72	44	88	64	26
West Virginia	79	70	89	65	93	82	7
Wisconsin	120	111	92	92	83	77	16
Wyoming	28	26	93	22	85	79	12
TOTALS	2336	1747					

lege last fall ranged from nine in Arkansas to fifty in Arizona, with a grand average of twenty-eight for all schools. The number of different colleges for which blanks were filled out ranged from four in New Mexico to eighteen in Arizona, with a general average of nine. The average number of hours spent in filling out these blanks ranged from five in North Dakota to fifty-five in Arkansas, with a grand average of sixteen hours.

I think it may be necessary to explain how the approximate time was computed. Not all blanks stated the time in terms of the number of hours. This phase I consider the weakest part of the whole questionnaire, because it was obvious that in many instances the number was merely a guess. Statements such as the following occurred repeatedly: ten to fifteen minutes a blank; twenty to thirty minutes a blank; fifteen minutes for the ordinary transcript and from one to two hours for the booklet type. In all cases where the time per blank was given instead of the total number of hours, the number of

graduates going to college was multiplied by the time per blank. In those instances where statements were made such as follows: a week, one-half of clerk's time, one-third of clerk's time, a week was arbitrarily estimated as thirty hours and a full-time clerk as six hundred hours. It is to be expected, then, that the average of sixteen hours spent in filling out blanks would give roughly one-half hour per blank for each of the twenty-eight graduates going to college, as the average for the individual high school.

Since Table V might not give a complete picture of the situation, Table VI was prepared to show the upper limits in all cases. This table shows for each of the states and for each of the three items the greatest number of graduates, the greatest number of colleges to which blanks were sent, and the greatest amount of time spent by any particular school. The largest number of graduates going to college from any school ranged from fifty-five in Montana and Wyoming to four hundred sixty-one in Indiana. The

TABLE III
RANK OF STATES ACCORDING TO TABLE II

	<i>Per Cent of Replies</i>	<i>Per Cent of Satisfactory Replies</i>	<i>Per Cent of Efficient Replies</i>	<i>Order of the Sum of the Ranks</i>
1.	Indiana	West Virginia	Indiana	Indiana
2.	Wyoming	Ohio	West Virginia	West Virginia
3.	Wisconsin	Indiana	Wyoming	Wyoming
4.	West Virginia	South Dakota	Wisconsin	Ohio
5.	Minnesota	North Dakota	Minnesota	Wisconsin
6.	Iowa	Illinois	Ohio	Minnesota
7.	Ohio	Wyoming	North Dakota	North Dakota
8.	Oklahoma	Minnesota	Iowa	South Dakota
9.	Kansas	Wisconsin	Kansas	Iowa
10.	North Dakota	Colorado	South Dakota	Kansas
11.	Michigan	Montana	Oklahoma	Illinois
12.	South Dakota	Kansas	Illinois	Oklahoma
13.	Illinois	New Mexico	Michigan	Michigan
14.	New Mexico	Iowa	New Mexico	New Mexico
15.	Nebraska	Arkansas	Nebraska	Colorado
16.	Colorado	Michigan	Colorado	Nebraska
17.	Missouri	Missouri	Missouri	Missouri
18.	Arkansas	Nebraska	Arkansas	Arkansas
19.	Arizona	Oklahoma	Arizona	Montana
20.	Montana	Arizona	Montana	Arizona

largest number of colleges for which blanks were filled out ranged from fifteen in New Mexico to one hundred seventy-four in Illinois. The largest number of hours spent in filling out blanks ranged from twenty-three in New Mexico to six hundred fifty in Illinois. Since the burden of filling out blanks falls upon the large schools as well as the small, Table V may be rather significant.

The Chairman has prepared tables, arranged alphabetically according to states, showing the colleges for which the largest number of blanks were filled out. In almost every instance the State University, the State Teachers Colleges, and the State Agricultural and Mechanical Colleges were those mentioned most frequently. Anyone who is interested in

regard to other institutions may consult the Chairman of the Committee for these tables.

The answers to the question as to the individual who usually filled out the blanks show that in the small schools they were filled out by the principals, whereas in the larger schools this work was done by the principal's clerk or secretary.

The information for filling out the blanks was usually obtained from the permanent records, permanent records and personal data, or permanent records and teachers' judgments. Occasional mention was made of pupil rating, questionnaires to parents, cumulative records, and child accounting records.

Two types of responses were made in answering the question: Which blanks

TABLE IV
COMBINATION OF COMPLETE AND INCOMPLETE REPLIES

	<i>No. of Complete Replies</i>	<i>No. of Graduates and Colleges Only</i>	<i>No. of Graduates and Hours Only</i>	<i>No. of Colleges and Hours Only</i>	<i>No. of Graduates Only</i>	<i>No. of Colleges Only</i>	<i>No. of Hours Only</i>	<i>Nothing</i>
Arizona	10	4	...	...	1	...	...	...
Arkansas	25	3	3	...	1	...	...	...
Colorado	43	1	4	...	3	...	...	...
Illinois	193	22	4	1	5	3	...	...
Indiana	90	6	2	2	1	1	...	...
Iowa	97	12	10	1	3	1	...	...
Kansas	106	12	8	...	3	...	1	...
Michigan	113	19	6	2	2	1	1	2
Minnesota	75	9	2	1	1	...	...	1
Missouri	50	9	1	...	3	...	...	2
Montana	10	...	2	...	...	...	...	...
Nebraska	59	10	4	...	3	1	...	1
New Mexico	18	1	...	1	2	...	...	...
North Dakota	50	3	2	...	1	2	...	...
Ohio	220	14	8	1	2	1	3	...
Oklahoma	68	8	4	3	5	...	1	...
South Dakota	44	5	1	...	...	...	...	...
West Virginia	65	1	1	1	2	...	...	...
Wisconsin	92	11	4	...	1	3	...	...
Wyoming	22	2	...	...	2	...	...	...

do you consider of most value and of least value? One type of answer referred to institutions or to some sort of uniform blank; the other type of answer mentioned especially the blanks which called for various kinds of information. The detailed analysis of these replies, listed alphabetically according to states under the heading, Principals' Estimations of Blanks, may be obtained from the Chairman. Section A considers blanks according to institutions; Section B, according to characteristics. Again we find almost universally a preference for blanks issued by the State University. Preference was also given to the state uniform blank by Arkansas, Iowa, Minnesota, Oklahoma, and Wisconsin, while Color-

ado and Wyoming prefer the blank issued by the National Association of Secondary School Principals. This type of response in regard to the blank of least value was so meager as to make it hardly worth while to draw any comparisons.

The second type of response dealt with characteristics of blanks. Since these answers came in such varying form, it was necessary to decide upon some scheme of classification in order that comparisons might be made as to principals' estimates or attitudes toward this phase of the blanks. For final tabulation purposes the following items were selected: Activity Data; Biography; Character Data; Elaborateness, which includes such terms as long, detailed, and general;

TABLE V
TOTALS AND AVERAGES PER STATE ON THREE STATISTICAL ITEMS

	<i>No. of Replies</i>	<i>No. of Graduates Going to College</i>	<i>Average</i>	<i>No. of Colleges For Which Blanks Were Filled Out</i>	<i>Average</i>	<i>No. of Hours</i>	<i>Average</i>
Arizona	10	499	50	183	18	202	20
Arkansas	25	215	9	257	10	1385	55
Colorado	43	1468	34	350	8	592	14
Illinois	193	3269	23	1369	11	3963	32
Indiana	90	3175	35	1172	13	1730	19
Iowa	95	2075	22	753	8	1321	14
Kansas	105	2189	21	793	7	1039	10
Michigan	111	3302	30	1062	10	1670	15
Minnesota	75	2444	33	641	9	1244	16
Missouri	50	1580	31	472	9	568	11
Montana	10	179	18	71	7	78	8
Nebraska	59	1007	17	350	6	542	9
New Mexico	18	356	20	82	4	137	8
North Dakota	50	799	16	254	5	262	5
Ohio	220	7572	34	2575	12	4133	14
Oklahoma	63	2305	37	559	9	834	13
South Dakota	44	894	20	336	8	332	8
West Virginia	65	1589	24	583	9	857	13
Wisconsin	92	3079	33	983	11	1499	16
Wyoming	22	296	13	133	6	192	9
Totals and Averages.....	1371	38292	28	12978	9	22580	16

TABLE VI
UPPER LIMITS

	<i>Number of Graduates</i>	<i>Number of Different Colleges</i>	<i>Number of Hours</i>
Arizona	231	110	60
Arkansas	173	40	86
Colorado	322	40	120
Illinois	434	174	650
Indiana	461	60	125
Iowa	100	33	180
Kansas	287	100	600
Michigan	177	45	300
Minnesota	421	75	100
Missouri	194	40	50
Montana	55	16	20
Nebraska	168	30	56
New Mexico	119	15	23
North Dakota	138	17	40
Ohio	410	105	300
Oklahoma	268	51	63
South Dakota	103	25	27
West Virginia	173	75	60
Wisconsin	150	54	71
Wyoming	55	28	30

TABLE VII
PRINCIPALS ESTIMATES OF BLANKS OF MOST AND LEAST VALUE

	<i>Activity Data</i>	<i>Biography</i>	<i>Character Data</i>	<i>Elaborate</i>	<i>Family Data</i>	<i>Intelligence Data</i>	<i>Judgment</i>	<i>Personal Data</i>	<i>Scholarship and Activity Data</i>	<i>Scholarship and Character Data</i>	<i>Scholarship and Personal Data</i>	<i>Simple</i>	<i>Textbook, etc., Data</i>	<i>Transcript of Credits Only</i>
Arizona.....	....	....	....	....	....	2	....	....	....	....	4	....	....	2
Arkansas.....	....	....	1	....	....	1	....	1	....	....	5	....	....	7
Colorado.....	1	....	1	3	2	1	1	2	....	....	6	....	2	2
Illinois.....	....	....	....	....	....	1	....	4	....	....	6	....	....	9
Iowa.....	....	1	1	3	....	2	2	7	....	....	4	....	....	2
Indiana.....	4	1	9	3	....	2	....	12	....	....	4	1	....	20
.....	2	1	3	5	3	2	3	11	....	....	....	....	2	30
.....	3	2	3	1	1	....	....	5	....	....	11	4	....	9
.....	1	....	2	4	....	....	4	1	....	....	....	....	....	3
.....	1	....	3	9	....	3	....	2	....	5	....	2	....	21
.....	2	1	1	4	2	1	4	7	....	....	....	....	9	14

(Continued on next page)

TABLE VII (Continued)
 PRINCIPALS ESTIMATES OF BLANKS OF MOST AND LEAST VALUE

	<i>Activity Data</i>	<i>Biography</i>	<i>Character Data</i>	<i>Elaborate</i>	<i>Family Data</i>	<i>Intelligence Data</i>	<i>Judgment</i>	<i>Personal Data</i>	<i>Scholarship and Activity Data</i>	<i>Scholarship and Character Data</i>	<i>Scholarship and Personal Data</i>	<i>Simple</i>	<i>Textbook, etc., Data</i>	<i>Transcript of Credits Only</i>
Kansas.....	5	---	4	---	---	2	---	6	---	---	17	---	---	20
	1	---	2	2	1	---	3	1	---	---	---	---	3	7
Michigan.....	---	3	---	4	2	---	2	3	---	---	21	2	---	5
	1	4	2	9	1	---	3	1	---	---	2	1	2	31
Minnesota.....	---	---	---	---	---	---	---	5	---	---	8	---	---	4
	---	---	---	2	2	---	1	2	---	---	1	---	2	9
Missouri.....	1	---	1	1	---	---	---	2	---	6	9	2	1	7
	---	---	---	6	1	---	2	1	---	---	---	---	3	6
Montana.....	2	---	---	---	---	---	---	2	---	3	1	1	---	2
	---	---	---	2	1	---	---	---	---	---	---	---	---	1
Nebraska.....	---	---	1	1	---	---	---	2	1	2	3	3	---	16
	1	---	3	7	---	1	5	2	---	---	---	---	1	3
New Mexico.....	---	---	3	---	---	---	---	2	---	---	---	1	---	5
	1	---	---	3	---	---	---	---	---	---	---	---	1	1
N. Dakota.....	2	---	5	---	---	4	1	3	---	---	7	1	---	14
	---	1	2	3	1	---	1	---	---	---	---	---	5	8
Ohio.....	3	1	7	5	1	1	2	15	---	---	21	7	1	39
	4	---	5	15	5	1	20	18	---	---	---	---	19	31
Oklahoma.....	---	---	3	---	---	---	---	4	6	6	5	---	---	12
	---	1	1	7	3	---	5	1	---	---	---	---	---	4
S. Dakota.....	---	---	4	2	---	---	---	2	1	---	4	2	---	11
	---	---	---	3	1	---	4	2	---	---	---	---	1	7
W. Virginia.....	2	---	---	1	---	---	1	1	5	3	5	1	---	13
	---	---	1	11	---	---	7	1	---	---	---	---	8	6
Wisconsin.....	---	---	2	1	---	2	---	7	---	---	10	3	---	14
	---	2	---	5	1	1	9	7	---	---	2	1	---	25
Wyoming.....	---	---	---	---	---	---	---	---	---	1	2	2	---	4
	---	---	---	2	---	---	1	1	---	---	---	---	---	---
Most value	23	7	46	28	4	18	6	78	13	26	143	32	2	234
Least value	14	11	24	96	24	9	75	65	---	---	5	2	58	180

Family Data; Intelligence Data; Personal Judgment, which includes such items as personality rating scales, letters of recommendation, etc.; Personal Data; Combinations of Scholarship and Activity Data, Scholarship and Character Data, Scholarship and Personal Data;

Simplicity; Textbook, etc., Data, which includes such items as lists of texts, pages read, length of class periods, number of periods per week, etc.; and, finally, Transcript of Credits only. Table VII has taken this information from the Appendix and shows the number of in-

individuals who have indicated their belief that certain blanks are of great or little value. The estimates of most value are listed for each state above the line; of least value, below the line. I have not attempted to make any comparisons as to state estimates but shall confine myself to an effort to interpret the totals.

There seems to be a preponderance of favorable attitude toward a combination of Scholarship and Personal Data and against information asking for Textbook and Schedule Data. Many principals made the statement that a school which belongs to the North Central Association should not be required to fill out those sections of transcripts which call for number of periods per week, length of periods, etc. They also state that in the case of changing textbooks and in the case of students of previous years such detailed information is almost impossible to procure. In such a course as English Literature books are being constantly changed. Some principals say that they simply disregard this section of the transcript and make no effort to obtain the information or to write it in. In certain states, of which Indiana is an example, there is State Adoption of textbooks. Here again principals feel that it is an imposition to be asked for such information.

The consensus of opinion is favorable to a certain amount of information regarding participation in extra-curricular activities and personnel data, the results of intelligence tests and the rank in the graduating class, and for those blanks that are simple and specific. Just as obvious are the opposite attitudes toward requiring biographies of the student, inquiring into the family history, asking for letters of recommendation or items which call for opinions that are too subjective in nature. The majority seems to be against the booklet type of admission blank or those which call for much detailed information. Here again

principals express themselves in two ways: one, those who say that they have no objection to giving any information which the college desires, provided it is to be of later use; the other, those who are rather doubtful as to the probability that this mass of detail is ever used by college administrators.

Let me quote from two of them:

"Many of these blanks on personnel ask for information which we do not have and some of which could scarcely be secured without prying into the personal affairs of students. Who can be expected to guess accurately upon all the pupils in a modern high school? So-called character-rating blanks for teachers to report on pupils are decidedly questionable. Furthermore, how can the registrar's force in any large institution be expected to interpret the jumble of materials received when individuals in such forces cannot even interpret credit recommendations? Personally, I feel that the intention is good, but the means of bringing about the goal are certainly inefficient. It seems to me that the University of Chicago has the matter pretty well in hand. Apparently that institution expects the pupil to give much of the information sought and the school to give a minimum."

"If the blanks are actually used by the university when we send them in, we have no criticisms to make, but in view of the large size of entering classes in the universities and the amount of detailed information requested by the universities for these students, we wonder if it is actually possible for them to make use of the material we send in on some of the entrance blanks.

We have in our school a Bureau of Educational Counsel, the purpose of which is the intensive study of the needs of the individual student. The Counsel employs two psychiatric social workers, a psychologist, and a secretary. This Counsel has as its offices five rooms. We also have the assistance of psychologists and psychiatrists from Chicago. We thus have plenty of information on the individual characteristics of our students and we are willing to give it to the universities if we only knew that it would be used. The transcription of all the data collected by this Bureau means much labor and at times we feel that this labor is not justified. Very few schools have the elaborate assistance necessary to fill out the elaborate blanks sent out by the universities."

The largest number of expressed opinions deal with the transcript of credits.

The ratio of those who consider it of least value is about eleven to nine. Here again there is a sufficiently large number of statements to the effect that this is still considered by many principals to be the only blank necessary to recommend a student for entrance to college. On the other hand, the study has also shown that there is a sentiment among the principals in favor of furnishing the colleges with data of a more personal type, while the colleges are beginning to recognize the need of making easier the adjustment of the entering student to his college environment by means of personnel departments which make use of these data.

The principals were asked to give such criticisms as they were willing to offer in regard to the whole problem of college entrance blanks. The response to this request was really encouraging since a large number of them took advantage of the occasion to express themselves. Some of these criticisms were written in connection with the type of blanks which they considered of most or of least value. Others were added at shorter or greater length on the back of the questionnaire. As is always the case when an analysis of such responses is made the list of different opinions narrows down as the investigation proceeds until no new ones appear.

A list of these criticisms or suggestions is presented herewith.

Schools that belong to the North Central Association feel that their membership should relieve them from the necessity of having to write on the transcript the length of periods, the length of the school year, the number of laboratory periods, and the information in regard to textbooks studied. Do the colleges themselves pay any attention to this information?

Some principals charge that the colleges have not held confidential the statements they have made. Consequently,

they do not always feel free to present a complete picture. Others claim that no attention is paid to that part of the transcript which asks for the recommendation of the principal. Whatever the principal says seems to be disregarded. Blanks fail to provide for those schools that are three year senior high schools. These principals state that much extra work is caused by the necessity of having to have on hand or make special effort to obtain the ninth year records of the students in terms of college entrance requirements.

"We are not annoyed over having to furnish certificates for college entrance, excepting when the college asks for detailed information which seems to be quite superfluous. The trend seems to be for each college to ask for more and more information. What they do with all of this is a question hard to answer. It seems to us that the colleges are trying to impress the high schools. What connection is there between the favorite hobbies of the candidate and his fitness for college? We do not think that the average college ever makes use of most of the additional information requested of us. We try to maintain desirable standards, and when we furnish the actual grades together with the I. Q. and rank in class, we think we have said enough."

Many high schools prepare an official transcript for each of their own graduates. Colleges should be willing to accept these. Where students go to institutions in their home towns, very little is necessary in the way of an elaborate transcript.

The printed forms are not so spaced as to be readily handled on the typewriter. Then, too, the form of the page is such that it is often difficult to make a carbon copy as is sometimes demanded.

Principals are called upon to fill out the blanks at a time of the school year when they are busiest, toward the end of the school year or at the opening of the fall semester.

When blanks are filled out during the summer, it is usually impossible to get personnel information because practically all of the teachers are on their vacation.

Much time is taken in filling out more

than one set of blanks for a student, especially if the two or three institutions which he is trying to enter have a considerable variation in their forms.

"The same kind of information is often asked for more than once. Principals feel that this unnecessary duplication should be avoided. Some of the blanks sent out by colleges and universities do not give room or blank space to insert the information called for."

Some schools are organized on the quarter basis. Since blanks are made out on the semester basis, principals find it very difficult to make the necessary adjustment.

That the sentiment in favor of uniform blanks is growing is evidenced by the fact that in four states the state blank is most favored. In other states there is a growing sentiment for uniformity in the type of blank which asks for essential data only, although, as seems to be the case in Table VI, principals are willing to give a minimum amount of personnel information. In the main, these are the chief criticisms and suggestions that are being offered. Personally I wish that it might be possible to quote from more of the blanks, but time and space forbid.

Just what are the merits of the present Study? Other analyses have been made of the contents of just such blanks as this Committee has accumulated. But these have probably been from the point of view of studying the status quo, a

consideration of what the so-believed more progressive institutions are doing, i. e., the trends, so as to make for greater uniformity in the blanks themselves. These studies have been made by college officials themselves or by individuals representing them. Their point of view all along the line has, therefore, been that of the college administrative organization. This Study looks at the problem from another angle, namely, that of the administrators of the secondary schools who have to conform to the requests from colleges. That is one reason that more attention has been given in this report to the analysis of the questionnaire sent to the schools of our Secondary Commission rather than to the analysis of College Entrance blanks.

This Study was not initiated for the purpose of making any recommendations to the Association. It has been the work of a fact-finding Commission whose task has been to discover, if possible, the practice of the colleges as over against the attitudes of secondary school men toward this very important phase of coöperative endeavor, and yet the Committee wishes to suggest that a coöperative study of a form of report, including scholastic record and personnel data, made by the two Commissions, might result in significant values to the high school principals, the college admission offices, and the entering students.

The Banquet Session of the Association¹

The meeting convened at seven forty-five o'clock, Mr. C. R. Maxwell presiding as Toastmaster.

A. THE TOASTMASTER'S INTRODUCTORY REMARKS

Now we come to the lighter, if less interesting, part of the program. (Laughter).

I have often speculated on why a Vice-President of this organization. A few days ago I was informed by Mr. Prunty that the only reason for having a Vice-President was so that the President might draft him. I believe that the man who said, "War is hell," didn't finish out the sentence. He should have said, "It is if you are drafted." (Laughter).

I made only one suggestion on this program and that was vetoed. I suggested that we follow the communists' idea. A friend of mine who was invited to speak in Russia a year ago found that they had the speaking first and then the banquet. (Laughter). But it was vetoed by the Executive Committee because they said someone would insist on purifying athletics in the Big Ten (laughter) or discussing standards. (Laughter).

Consequently, if there is any feature of this program that is not what it should be, I am in nowise responsible. Anything that is up to the standard, I will take the due credit for. (Laughter).

I had prepared excellent introduction speeches to introduce the fraternal delegates who come to us from our sister associations, but I was informed that I did not possess quite the finesse that is necessary, that one must show extreme courtesy to these visiting delegates. Fur-

ther, I was told, that we must make them feel that, after all the North Central Association is slightly superior to any other regional association. (Laughter).

Consequently, a few gentlemen have been selected who have the reputation of being able to say the right thing at the right time. So the first man that I am to present to you is President Morgan of the Illinois State Teachers College at Macomb, who will introduce to us the fraternal delegates from the Southern Association. President Morgan. (Applause).

B. MR. MORGAN'S INTRODUCTORY REMARKS

Mr. Chairman, Mr. President, Ladies and Gentlemen—As soon as the Chairman found out that these speeches he had prepared were not going to be used, he approached me and offered me the one labeled Southern Association for twenty-five cents. (Laughter).

TOASTMASTER MAXWELL: I haven't collected yet.

DR. MORGAN: I looked it over and thought it was only worth ten cents. (Laughter).

I am delighted to have this opportunity to introduce the delegate from the Southern Association, because I am reminded of the delightful time that I spent with the Southern Association a year ago last December. I am sure that most of you have seen Southern hospitality but they put on an extra amount of it at that time, at least it seemed so to me. It was about the sixth of December and they had temperatures in Lexington, Kentucky, for my special benefit—ten below zero. It was reported it was the coldest place in the United States. (Laughter) Naturally, they thought I liked cold weather. As a matter of fact I went south to

¹ This is a stenotype report of the Banquet Session of the Association at the time of the Annual Meeting in Chicago, March, 1931.—The Editor.

see some sunshine. When I got there, there was a gentleman from New York who was telling a story on Chicago. Incidentally it was connected with the Mayor of Chicago. He was trying to straighten out the King George business. (Laughter).

Recently, however, I understand the gentleman from New York is not telling stories on Chicago mayors. (Laughter) He is trying to locate his own. (Laughter).

Be that as it may, I had a wonderful time. There was another gentleman from this organization who was in the South at that time. He was called there to make a speech before the general association. After he had made the speech, a young man who evidently was attending his first conference meeting came out of the meeting and said to me, "That was a wonderful speech."

I said, "Who made it?"

He said, "I don't know. He has a Vandyke beard and the first two words in his name are North Central. I didn't get the last. (Laughter) He talks the most rapidly of any man I ever listened to, and he must have had a good deal to do with the university that he described the reorganization for. By the way, did he build that university?" (Laughter).

I said, "No, he has only been running it for the past twenty-five years, and now he is turning it over to the good Lord Himself and the new President, (laughter) to see what they can do with it in the next twenty-five."

I had a wonderful time down there. They did other things for me. The prospective president for that association for the coming year arranged it so that at the banquet table I sat next to his wife and a young lady whose name I can't remember, and he doesn't seem to know who it was, so I can't send her any word. (Laughter).

I have, however, sent word to his

wife. I don't understand that the introducer of these fraternal delegates is to do more than break the Northern ice here, and I understand that the gentleman that I am to introduce is somewhat disappointed. He says he hasn't been shot at since he has been here. He was really expecting something of the kind when he came. He wanted to know a while ago if there was anything else in Chicago except the water that was free. (Laughter).

I take great pleasure in introducing the fraternal delegate from the Southern Association who is a past president of that organization, who was a very active member the year I was there, who is connected with Washington and Lee University which has a background of one hundred and fifty years and who now represents that organization as the dean. I am very glad to present to you Mr. Harry D. Campbell of Washington and Lee University, the fraternal delegate from the Southern Association. (Applause).

C. REMARKS OF MR. CAMPBELL

Mr. Toastmaster, Mr. President, Ladies and Gentlemen—As ex-president of the Southern Association I have been commissioned to return the visit of your President at the earliest opportunity and to bring warm greetings to you, and to be an official observer, to see whether there is anything done in the North Central Association that hadn't been done already in the Southern Association. (Laughter).

Some reference was made to the age of the North Central Association. I remember things that happened long ago. As years increase memory goes back. I remember that twins were born in the year 1895. One was named North Central Association and the other Southern Association. The North Central Association was well fed but the South was undernourished. Consequently, the South-

ern Association has not grown as vigorously or as large or spread over as large a section of the United States as the North Central.

I have been visiting all of the rooms of this meeting in an effort to find out what is going on. It reminded me of an incident that happened a few weeks ago in my experience. I ran across a student with two personalities. Some of you educational psychologists would scarcely believe it. (Laughter). Under one name he was an exemplary student but under the name he assumed when intoxicated he passed cold checks. It was a great piece of detective work to find out who that man was. I have wished that I might be three personalities at this meeting, but I understand the psychologists hold that even two personalities cannot exist in the same individual at the same time and in two places at once, and that is more particularly true with reference to three personalities and three places at once. The great difference between your association and ours is that you have three commissions while we have only two.

I have noticed that you, like ourselves, are still discussing standards. I was deeply interested in the plan you have outlined for the next five years, with the financial assistance of the General Education Board, to get some real foundation of facts upon which we may base the standards of the future. I was over at the Planetarium this afternoon and saw just how the stars would look in 1943, but I can't tell you just what the standards will be in 1943. I know what the standards were in 1895. I know they have undergone revision from that time to this. I see a tendency in both associations to make the letter of the law the main thing, without realizing that the letter killeth and the spirit maketh alive. There are a few fundamental principles that I dare to present here to this association. You acted on one of them to-

day when, in severing the connection of one institution with your association, you didn't say whether it had \$500,000 endowment or a certain number of members of the faculty, but you went to that obscure standard which lies at the bottom of them all, the tone of the institution. That is the very foundation stone upon which all standards should be built.

Then the question of the faculty, which was discussed here today, is fundamental. The thing to do is to find some measuring device to determine what your faculty should be: men of character, men of scholarship, men with ability to give to others the information that they possess, and to give them high ideals and some inspiration. If you will take a few fundamental factors together, then you may make any experiments in education that you wish, without caring whether your library has 100,000 or 10,000 volumes, or whether this particular standard is met or the other. I do not sympathize entirely with some of the extreme views that were expressed in your Commission on Higher Education with reference to abolishing standards, but I do sympathize strongly with the idea of getting standards that will keep abreast of the educational progress of the generation.

I think it is entirely appropriate for me, standing here today in the city of Chicago, to refer to the fact that the institution that I represent is within a stone's throw of the field on which the first McCormick reaper was tried out successfully just one hundred years ago. Cyrus H. McCormick was deeply interested in Higher Education and was for years a trustee of Washington and Lee University. It is further, I think, entirely proper for me to say that the first donation to the institution that I represent was made by George Washington, the two hundredth anniversary of whose birth will be celebrated next year. This association, or these associations probably scarcely realize the debt of gratitude that

they owe to George Washington in the educational world, not because of his endowment of the institution which I represent, back in the year 1798, which is still yielding an income of \$3,000 a year, but because George Washington said that it was amongst the warmest wishes of his heart to promote literature and encourage the arts in this rising empire. When he made those remarks science was but in its infancy, or he should have added (and I am sure I can speak for George (laughter) when I say that) "to promote literature, and encourage the arts and sciences have ever been amongst the warmest wishes of my heart." I say that our associations here are simply carrying forward to fruition the very ideas that George Washington at that period felt were his real wishes for the happiness of the future generations.

I would have added a few lines in a lighter vein except that your President at the meeting of the Southern Association told all the jokes that are in the catalog. (Laughter and applause).

D. TOASTMASTER MAXWELL'S SUPPLEMENTARY REMARKS

I believe that you will all agree with me that President Morgan got a bargain when he bought my speech. I hadn't appreciated, though, when I prepared it that it was quite so long. (Laughter and applause).

I am always pleased to see someone who comes out of New England. The representative from the New England Association of Colleges and Secondary Schools is to be presented by Dr. G. W. Willett of the Lyons Township High School.

E. MR. WILLETT'S INTRODUCTORY REMARKS

Mr. Chairman—I got my speech for fifteen cents. (Laughter) I didn't understand why he was cutting down the price. Now I know, and you will know

when I get through. Mine was just fifteen cents.

Someone has said, the poet I believe, that East is East and West is West and ne'er the twain shall meet. I had that in mind about the speaker I am about to introduce. I began fraternizing with him a bit, and I asked him if he had always lived in Massachusetts. Then he said, "Not exactly." The upshot of it is I found this to be true. We are both exiles from the same grand commonwealth, Minnesota. (Laughter) We both spent some long winters up there when you couldn't see out for the snow and some winters we wished we had snow. So I was very much interested in that particular thing. Perhaps the poet was wrong when he said, "East is East and West is West" and so on, because we do meet together every once in a while. At least we send greetings from one to another.

I am indeed pleased this evening to have the opportunity to introduce to you this gentleman from the East. You know, I think that we forget sometimes that those who come from Massachusetts come from the region where the matter of articulation, accrediting, and so on, was first begun in this country and first solved. Furthermore, I think we sometimes forget that situations have so changed in those particular regions that perhaps those people are more put to it than the rest of us are in order to keep the solutions that are once solved still functioning. I imagine that the gentleman whom I am to introduce, from the paper city of the United States, finds a very different situation from what the Boston Latin School had to meet a number of years ago.

It gives me a great deal of pleasure at this time to introduce to you Mr. Harold Conant, Principal of the Senior High School of Holyoke, Massachusetts, who will bring greetings from the New England Association of Colleges and Secondary Schools. Mr. Conant.

F. MR. CONANT'S REMARKS

Dr. Corwin, the former President of the New England Association and my predecessor in office, wrote me a letter at about the time I thought of coming out here, and in it he said this: "Before the meetings are over you will find out why Chicago is known as the Windy City."

That may come true.

This introduction, getting my name the way this gentleman got it, reminds me of the time that I was connected with an Old Home Week. I had been, as I thought, quite a prominent young fellow in a certain town in New York state. I had been away for some time trying to make a living in a rather respectable way and bring a certain amount of glory, as I thought, upon my relatives in the home town. I was asked to take part in this Old Home Week.

I will have to give you my name in order to tell the story because this gentleman hasn't my name quite right. My name is Howard Conant. Anybody who has lived in Salem, Massachusetts, knows this name.

I live in Holyoke, Massachusetts. We never speak of school men, or even college presidents, as professors. I don't know what the custom is out here. So when it came time to introduce me I thought of course that I would get a proper presentation. The chairman hadn't lived in this town while I was there as a young man, so he went on to eulogize me and tell of my fame and so on. "Now," he said, "I take great pleasure in presenting Professor Connet of Hollyhock, Mississippi."

My good introducer—let me see what his name is—said, "How do you like the looks of these men. You are looking them over. How do they compare?"

I told him that it reminded me of a little story that President Lowell told at the last meeting of our New England Association. It may be an old one out here, but I had never heard it before.

He and a friend of his were driving on Cape Cod. There are some quaint characters there, as you know. They stopped at one of the country stores. President Lowell went up to the man in charge of the store and said, "My friend, you certainly have some strange characters around here, haven't you?"

"Yes, we have," replied the proprietor, "but they are all gone after Labor Day."

After all, I suppose we are a good deal alike and find that out when we know each other just a little better.

Our association is not as well known as the Southern Association or this North Central Association. I sat in one of the meetings today and heard a man from Arizona and another one from West Virginia talk. I wondered where I was. It is a large order to cover all that territory. You must have a wonderful and great variety of discussion.

I see that your great man here in Chicago, your big gun man, I mean your gum man, Wrigley, says that he wouldn't hire anybody that always agreed with him; he wouldn't want that kind around. I think you people are going to get along all right.

Our association was formed in 1884. It was then called the New England Association of Colleges and Preparatory Schools. Nobody was accepted except those in college or trying to get in. Now they have changed the name to the New England Association of Colleges and Secondary Schools, so a lot of queer people have come in since then.

We have had a good many presidents of the association during its existence. I wish we might have here to-night in my place some of my distinguished predecessors. I saw in a paper (I think it was the School Executives' Magazine) a statement of the choice certain educators would make should they be able to hear the recorded voice and sayings of great men of the past. Mr. Prunty chose, I believe, Socrates.

We have had a wonderful line of presidents, Charles W. Eliot, Timothy Dwight, Clark Seelye, the founder of Smith College, Mary Wooley, Ellen Pendleton, Horace Taft—if I went on it would be just like the roll of honor of many of the principal educational institutions of New England. A wave has a crest, and also a trough, so the high school man or secondary school man comes in every other year. You can figure out which place I am in.

One of our recent presidents is a woman who has come into much prominence, Miss Ada Comstock. You perhaps are interested in the Wickersham report. I tried to get Miss Comstock to represent the association this year, but she said she didn't quite dare to come to Chicago until the Wickersham report was fully understood.

The man who should be speaking in my place today is principal of one of your nearby high schools. I would not be president of the association had he not left and come out to Evanston, for I took his place on the executive committee. Mr. Frank Bacon would have been the man making this speech instead of myself, if everything had worked out as it should.

New England has given to the other parts of the country some things, and we have gotten a good many things in return from you. I heard the discussion on athletics today, and I wondered if you knew that the great game of basketball that causes so much trouble was a product of New England and that Mr. Stagg (he is the founder or president or something of Chicago University, isn't he?) came from the next town to Holyoke, Springfield, where he was in college. I like his ideas of sport and fair play. He may not be president of the college, but I think we will all agree he has had a wonderful influence upon the young men, not only in the collegiate circles but in the secondary schools as well. We have

some Chicago people living in Holyoke, but of course there are enough others there that it isn't so bad as you might think.

Dr. Edmonson is certainly a wonderful man. I want now to invite all delegates to come out and see us in December. I hope you will come. Be sure to send somebody from this association to the Boston meeting. We have our meeting in the early part of December. It is serious, but it doesn't last so long. We think we have the beginnings of a pretty good association.

I looked over the program and was interested in the topics that I read there, biology, poetry, and eating more sunshine. It is a very interesting proposition to see the field that you can cover, the wonderful way you work into almost anything. It is quite a revelation to me to see this matter of curriculum revision carried on by you. We wouldn't quite know how to do that down our way. When I see the way the colleges and secondary schools here work together on curriculum revision and the many things that you accomplish, it is both wonderful and stimulating.

It is really amazing, in seeing the many things you really can think of that I never thought of before in all my life. I suppose you are going to take these ideas with you and practice on somebody. Out here I understand you have a lot of research, and whatever you find after searching around, you take it to some innocent school system and try it out. I understand that is so in Tulsa. I saw that picture of Cimarron and I wondered if they were going to repeat those troubles down there some day.

Ladies and gentlemen, this has been a great trip to come out here to Chicago and attend your meeting. I am going to take back with me new ideas and increased inspiration. I hope many of you will try to attend our meeting. I am sure you will have just as cordial a

welcome there as I have received here.

There is a saying in Boston, or in Massachusetts, which you have no doubt heard of,

Here's to Massachusetts,
The home of the sacred cod,
Where the Cabots talk with the Lowells
And the Lowells talk only with God.

It is a great country, we believe. The idea that some people have of New England is that it is made up of the old settlers largely. No, they moved away, a great many of them. A lot of them died. In my own town seventy-five per cent of the people are either foreign-born or the children of foreign-born people. The French language is spoken almost as freely in our stores, and on our streets, as is the English language. We have our problems, too. We have interesting problems, refreshing problems, problems that we hope we will solve in the same way that you seem to be doing, getting at the individual more than at the subject.

I ended my talk once. I am going to say just this, that I thank you very much for this opportunity. Sorry I have talked quite so long because I know we have many better speakers coming. I thank you for this kind reception.

G. TOASTMASTER MAXWELL'S ADDITIONAL REMARKS

I think the only person that Mr. Conant forgot to mention who came from New England is the Toastmaster.

The delegate from the Middle States and Maryland, that very long name, will be introduced by Mr. McComb. You all know Mr. E. H. K. McComb. (Applause).

H. MR. McCOMB'S INTRODUCTORY REMARKS

Mr. Toastmaster, Ladies and Gentlemen—I am here to make this presentation, not because I had any money with which to buy a speech from the Toast-

master as some of the other gentlemen seem to have done, but because I was sent as a delegate to the Middle States meeting last November. I was very much interested to go because, like many of you, I remember the visits of some of the very keen and witty gentlemen who came out from the Middle States to visit us. I recall how one of them told us that he had been reared in the fear of the Lord and the North Central Association. (Laughter). Another one came the next year and said he had spent three days with us and sat about here and saw what we did, and still he didn't understand it. So I was interested to go to see what this territory with this long name might be like and what sort of persons really inhabited their native heath. I found there a very genial gathering of school people. We had a delightful dinner that looked very much like this dinner and tasted very much like the one that we have recently had. I couldn't understand some of the things they did down there. I looked about to see the committee rooms with the long tables and piles of manuscripts and the earnest committees. I looked to see where there might be a certain committee that sets up a trained guardian at the outer door in the person of a registrar, and I couldn't find anything like that. I made inquiry and found that the system was that about three weeks before the meeting came off a few of them got together somewhere else, far away from the meeting place, settled all the business and came down and handed it all over. The lists were read, the pronouncements were made, and the audience approved and listened to a very delightful program. The one I heard was headed up by Dr. Cooper and was a very fine program indeed. I think I get a little glimmering now as to how the keen and weighty person who came out here was rather confused as to our methods. It was a splendid meeting that we had at Atlantic City, and a very earn-

est and pleasant group of people to be associated with in discussing problems similar to ours.

I am glad they have sent a fraternal delegate to be with us again. It gives me pleasure to present this gentleman to you. He is Mr. Henry Doyle, the Dean of the Junior College of George Washington University, Washington, D. C. He represents the Middle Atlantic States on the American Council on Education and is its Secretary, associated with Dr. Judd of our Association in that other great committee. It gives me pleasure to present to you, then, Dean Henry Grattan Doyle, the fraternal delegate from the Middle Atlantic States and Maryland. (Applause).

I. MR. DOYLE'S REMARKS

Mr. Toastmaster, Ladies and Gentlemen—I am in a very peculiar situation, analogous to that of the little girl who came to her mother one day and said, "Mother, when I grow up and should happen to get married, do you suppose I will marry someone just like Daddy?"

Her mother, noticing that Daddy was there, said, "Yes, darling, I hope you will marry someone just like Daddy."

The little girl said, "Well, mother, if I grow up and don't get married, will I be an old maid like Cousin Emma?"

Cousin Emma, who was by, influenced the mother somewhat, no doubt. The mother said, "Yes, darling, I hope if you grow up and don't get married you will be just like Cousin Emma."

The little girl, who was a very modern little girl, said, "I am certainly in a hell of a fix." (Laughter).

I came here this evening expecting to hear a typical New England speech from New England, that is, one that was full of clear cold intellectuality, and a typical Southern speech from the South, one that was full of warmth and sunshine and wit. These gentlemen have "crossed me up." My own carefully prepared

introduction seems to have gone very much astray. I find a little relief, though, in a letter which I got from my eight-year-old son just this afternoon. It ran about as follows: "Dear Daddy: Are you having a good time and have you been in any riots yet?" (Laughter).

All I could write him is that I am having the time of my life and that while I haven't been in any riots, I was present this morning when the Committee on Athletics and Physical Education reported. (Laughter).

I was also present yesterday afternoon when that very amiable appearing gentleman, the Chancellor of the University of Buffalo, who, by the way, comes from the Middle States and has a significant name which President Gage referred to, threw that "pineapple." We are very proud of President Capen and we think that he has some good ideas.

Someone told me that in a recent test on general information in one of our schools the question was asked: "What is the Matterhorn?" One young man said, "The Matterhorn is a horn they blow when something is the matter." (Laughter).

It seems to me that Chancellor Capen has blown the horn in a very effective way, and I am sure that the faithful St. Bernards of the Commission on Higher Institutions of the North Central Association will soon be out to rescue whatever needs to be rescued.

In the Middle States Association, as I think Dr. Capen brought out yesterday, we have been rather conservative. We have been very much slower than the Southern Association in that we haven't yet started to accredit junior colleges. I know that we are very much slower than the North Central Association in certain other respects, although, as Mr. McComb pointed out, we certainly know how to get our work done up promptly so that everybody can enjoy the atmosphere of Atlantic City.

The Association began its accrediting work in 1921, limiting itself to liberal arts colleges. Only in 1927 were engineering schools accredited, and only in that year did we begin the accrediting of secondary schools. A great deal of progress has been made, however. We have a Committee on Revision of Standards which undoubtedly, through the contact of having Dr. Capen on your committee, will be working along in step with your Association.

I want to say on behalf of the Middle States Association that we greatly enjoyed having Mr. McComb with us at our meeting last Thanksgiving time. His address was outstanding. It was both witty and instructive.

For myself, I have enjoyed very much the opportunity to sit in and watch your Association at work. Unfortunately, as my fellow delegate from the Southern Association has pointed out, it is impossible for one person to take in the very important work you are doing in all of these commissions. Coming down in the elevator the other day I heard two ladies discussing which of the various groups they would attend, the "Higher Commission" or the "Secondary Commission" or the "Unit Commission." Those labels reminded me of a story which Dean Roscoe Pound told not long ago at a meeting in Washington. It seems that before he heard the East a-calling he lived in Nebraska, and while there he was a member of a commission which had in its charge mentally deficient persons, and this commission had as its legal name, the "State Board of Insane Commissioners." (Laughter).

Dean Pound said that wherever that board was referred to in the statutes some such language as this was used: "It shall be the duty of said Insane Board at every meeting of said Insane Commissioners." (Laughter) He must have been very much relieved when he was made a member of the board of Wicker-

sham Commissioners.

I want to say again how much I appreciate the opportunity of being with you, and particularly the cordial invitation which President Gage and Dr. Zook extended to be present at the meetings of the Board of Review. I want to add that I found the members of this Board a very distinguished group of gentlemen, of the highest ideals, and that it was a great pleasure to be there and to hear them.

On behalf of my own association, then, let me bring the most cordial greetings and our very hearty congratulations on the wonderful work you are doing.

Thank you very much. (Applause).

J. TOASTMASTER MAXWELL'S CONCLUDING REMARKS

I see in the audience a few people who have given distinguished service to this organization, and I am sure that those of you who have not been connected with the organization as long as some of these people will be very much pleased to see them. If these gentlemen who were delegated to make my speeches had made them shorter, I would have asked these people to say a word, but unfortunately they have taken up so much time that we cannot hear from them. We merely can see them.

I am going to ask Dr. and Mrs. Bryan to stand. (Applause) They have the unique record of having attended this Association together for over thirty years. (Applause) Dr. Armstrong, please stand. (Applause) Dr. Carman, Director of Lewis Institute. (Applause) Dr. Elliff of the University of Missouri. (Applause).

It has been customary for many years for the President of the organization to give his presidential address at the evening banquet. This evening I was given instructions by the President, very careful instructions with written material. He gave me no opportunity to use my

own initiative at all in introducing him, and he asked me to read what he had said about himself. (Laughter).

Now, I will condense it (laughter) and give you the gist of what he said, for I am a very modest man. But even following his instructions I am going to present to you the better part of the Prunty family, the most gracious part, the most pleasing, and the person who is most responsible for Merle Prunty's success, Mrs. Prunty. (Applause).

Each year this Association honors itself by honoring a man who is outstanding in educational work in the North Central Association as President of this Association. It has been done so this year, and the program that you have already heard shows, I believe, and exemplifies the ability of a man who has been one of the leaders in secondary school administration in America. He is now achieving the same signal success as a superintendent of schools. Mr. Merle Prunty, Superintendent of Schools of Tulsa, President of the North Central Association. (Applause).

K. PRESIDENT PRUNTY'S INTRODUCTORY REMARKS

Mr. Chairman, Guests and Members

of the North Central Association—It is unfortunately true that one of the traditional exactions of the North Central Association is a speech each year from the President. I have greatly enjoyed selecting the speaking talent for this program, and I hope that when the program is concluded tomorrow afternoon you will go home feeling that you have not only listened to scintillating addresses but that you have listened as well to addresses carrying with them very challenging thoughts in connection with the administration of our educational institutions in this territory for which we are responsible.

In determining upon the subject on which I should speak to you tonight, I have sought to select a subject that I thought might be a problem more or less for most of us and one on which I hoped I might be able to offer some suggestions to a few of you at least that might be helpful to you in coping with this problem.

I have chosen for my subject, "Emergency Economies in Educational Administration."²

² President Prunty's address appeared in the June issue of the *QUARTERLY*, Vol. VI, No. 1, pp. 13-19.—The Editor.

